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BULLETIN

OF THE

AMERICAN LIBRARY ASSOCIATION

VOL. 16, No. 4

CHICAGO, ILL.

JULY, 1922

P A P E R S and PROCEEDINGS D E T R O I T CONFERENCE 1922

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PAPERS AND PROCEEDINGS

of the

FORTY-FOURTH
ANNUAL MEETING

of the

American Library Association

held at

DETROIT, MICHIGAN

June 26 - July 1, 1922

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UNIVERSITY OF ILLINOIS

AMERICAN LIBRARY ASSOCIATION

CHICAGO, ILLINOIS

1922

THE UNIVERSITY OF

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PAPERS AND PROCEEDINGS

Detroit Conference, 1922

GENERAL SESSIONS—PROCEEDINGS

FIRST GENERAL SESSION

(Monday evening, June 26)

THE FORTY-FOURTH Annual Meeting of the American Library Association was called to order by the president, AZARIAH S. ROOT, librarian, Oberlin College, Oberlin, Ohio, in the Central Methodist Church House, Detroit, Michigan, at 8:00 p. m., June 26, 1922.

HON. JOHN C. LODGE, president of the Common Council of the City of Detroit, welcomed the members of the Association. He expressed regret because of the Mayor's unavoidable absence from the meeting, paid a high tribute to Clarence M. Burton for what he has done for the City of Detroit and congratulated the American Library Association on having for its object "The extension and development of libraries so that every man, woman and child in America will have ready access to the books he needs."

He then read the greeting written by ADAM STROHM and printed in the *Detroit Free Press* on Sunday, June 25.

(See p. 92.)

The PRESIDENT: I assure you that the members of the American Library Association appreciate the kind words of greeting you have given us. Flying messengers of Detroit have carried its fame to the ends of the earth, and we have come with great anticipations which we know are destined to be realized.

PRESIDENT ROOT then introduced PRESIDENT M. L. BURTON of the University of Michigan, who spoke on

THE NEW AMERICAN

(See p. 93.)

The PRESIDENT: President Burton has carried you up to the heights. It is now my duty to bring you back to earth by delivering the annual president's address.

(See p. 88.)

The meeting adjourned. Following the meeting the Detroit Public Library held a general reception in the new main building.

SECOND GENERAL SESSION

(Tuesday morning, June 27)

PRESIDENT ROOT presided.

PRESIDENT ROOT read a telegram from E. R. GRABOW, of Swampscott, extending greetings of the New Ocean House to the members and expressing the hope that another conference would be held there sometime in the near future.

The PRESIDENT: Until this year A.L.A. publications have been in charge of an independent body known as the Publishing Board. Now they are in charge of the Editorial Committee which is appointed by the Executive Board. It seemed to us, therefore, that at the end of the first year of this management it would be a good opportunity for the Committee to state what its aims and purposes are. The general theme for this session is

A.L.A. PUBLICATIONS

HILLER C. WELLMAN of Springfield, Massachusetts, chairman of the Editorial Committee, spoke on

THE POLICY OF THE EDITORIAL COMMITTEE.

(See p. 98.)

H. M. LYDENBERG of the New York Public Library, speaking for the large reference libraries, discussed

NEEDS NOT YET FULFILLED

(See p. 101.)

Talks were given by the following:

MARION HORTON, Los Angeles Library School, on

A.L.A. PUBLICATIONS—FOR SCHOOL LIBRARIES

(See p. 104.)

ADELAIDE R. HASSE, Washington, D. C., on
A.L.A. PUBLICATIONS—FOR THE SPECIAL LIBRARY

(See p. 105.)

ANDREW KEOGH, Yale University Library, on
A.L.A. PUBLICATIONS—FOR COLLEGE AND REFERENCE LIBRARIES

(See p. 106.)

HOWARD L. HUGHES, Trenton Public Library, on

A.L.A. PUBLICATIONS—FOR POPULAR LIBRARIES
(See p. 107.)

WHITNEY WARREN, architect, New York City, addressed the Association on

THE LOUVAIN LIBRARY
illustrating the talk with lantern slides.
(See p. 109.)

M. L. RANEY, librarian Johns Hopkins University and chairman of the Book Buying Committee, addressed the Association on

COPYRIGHT AND THE PUBLISHERS: A REVIEW OF
THIRTY YEARS
(See p. 110.)

The meeting adjourned.

Following the session the official photograph was taken in the park.

THIRD GENERAL SESSION

(Wednesday morning, June 28)

PRESIDENT ROOT called the meeting to order and stated that he had agreed to make a radio talk on county libraries through the *Detroit News* later in the morning.

The PRESIDENT: The topic of the morning is

RECRUITING FOR LIBRARY SERVICE

This topic will be introduced by JUDSON T. JENNINGS of the Seattle Public Library, chairman of the Recruiting Committee, who will speak on

LIBRARY RECRUITING

(See p. 118.)

VICE-PRESIDENT SAMUEL H. RANCK was called to the chair to preside during President Root's radio talk at the *News* office.

GEORGE H. LOCKE, librarian of the Toronto Public Library, presented an address on
RECRUITING FOR PUBLIC LIBRARIES IN CANADA
(See p. 120.)

This was followed by the radio talk.

Other talks were made as follows:

CLARA W. HUNT, Brooklyn Public Library, on

RECRUITING FOR CHILDREN'S LIBRARIANS

(See p. 122.)

W. E. HENRY, University of Washington Library, on

RECRUITING FOR COLLEGE AND UNIVERSITY LIBRARIES

(See p. 124.)

ALICE L. ROSE of the National City Financial Library, New York, on

RECRUITING FOR SPECIAL LIBRARIES (See p. 125.)

The PRESIDENT returned.

PRESIDENT ROOT: We have with us today a representative of Mr. Hoover, Dr. JOHN M. GRIES, chief of the Division of Building and Housing of the Department of Commerce, who is to speak to one of the sections this afternoon. But I have asked him to allow me to present him to you.

DR. JOHN M. GRIES: Secretary Hoover is much interested in the work that is being done by the libraries. They furnish us with material and facts which we need in deciding questions every day. They are also in a position to spread those facts to those who can use them. There must be centers for the collection of information and for the dissemination of information and I know of no better organization than the library. And Secretary Hoover is glad to co-operate with you in any way possible.

MARTHA C. PRITCHARD of the Detroit Teachers' College Library spoke on

RECRUITING FOR SCHOOL LIBRARIES

(See p. 126.)

ALICE S. TYLER, director of the Western Reserve University Library School, spoke on

RECRUITING FOR LIBRARY SCHOOLS

(See p. 127.)

After some informal discussion the PRESIDENT introduced COMMANDER C. R. TRAIN of the United States Navy, who spoke on

LIBRARIES IN THE NAVY

(See p. 129.)

The meeting adjourned.

ANN ARBOR MEETING

(Thursday, June 29, 1 p. m.)

More than one thousand delegates to the A.L.A. Conference accepted the invitation of the University of Michigan to lunch at the Michigan Union in Ann Arbor on Thursday, June 29. WILLIAM W. BISHOP, librarian of the University of Michigan, acted as toastmaster following the luncheon. He introduced REGENT WILLIAM L. CLEMENT, chairman of the Library Committee of the Regents, who extended a greeting on behalf of the President and the Board of Regents. PRESIDENT ROOT responded, expressing the appre-

ciation of the American Library Association for the hospitality.

Mr. Bishop then introduced PROFESSOR W. E. HENDERSON, director of the University of Michigan Extension Service, who spoke on
ADULT EDUCATION; A COMMON INTEREST OF
LIBRARIES AND UNIVERSITIES

(See p. 131.)

MR. BISHOP: It had been our purpose to ask the former president of the University to say a word of greeting, but by reason of the small amount of time remaining before the train goes back to Detroit, he asked me to relieve him of that responsibility. It had been my purpose to ask him to say a word to you about the Michigan Union. I will say for him only this: that this building in which we are assembled is the great center of all activities of the men of the University. Every male student of the University is by virtue of the fact of his being a student a member of the Union, and he pays as part of his regular yearly fees his membership. This building was built by the contributions of some fourteen thousand alumni and the Michigan people and no one person gave more than ten thousand dollars; the building cost about a million.

EX-PRESIDENT HUTCHINS was introduced and generously applauded.

The meeting adjourned.

FOURTH GENERAL SESSION

(Friday morning, June 30)

President Root presided.

The Secretary read a communication from SPENCER MILLER, JR., secretary of the Workers Education Bureau of America, New York, which said in part:

In so far as this Bureau represents the movement (for adult education) in this country, I am sure that we shall be glad to emphasize more and more to our group the service that our public libraries are prepared to render.

The annual reports were read by title, and it was

Voted, That the annual reports of the Secretary, the various committees and the Trustees of the Endowment Funds, as printed in the *Annual Reports 1921-22** and distributed at the Conference and the reports of the Treasurer and the Committee on Constitution and By-Laws as printed in the January and May *Bulletins* respectively, be accepted.

MATTHEW S. DUDGEON, for the Committee on Constitution and By-Laws, proposed to

amend Section 8, paragraph (a) by adding to that paragraph the following sentence:

The Board shall also appoint a Committee on Election which shall have charge of the counting and tabulation of all votes cast at the regular election.

The amendment was adopted.

BERNARD C. STEINER moved that the word "three" be stricken out of paragraph (a), Section 8, and that appropriate language be added stating that "no person's name can be placed on the ballot until he has been consulted and his consent obtained."

FRANK P. HILL proposed that Section 8, paragraph (a) be changed to provide "that the Board shall appoint a committee of five to nominate candidates for elective positions to be filled, and that additional names may be added upon the written request of five members" and asked that it be referred to the Committee on Constitution and By-Laws or the Executive Board or the Council. The amendment was referred to all three bodies.

DR. STEINER proposed that there be added at the end of paragraph (a), Section 8, the words: "No person shall be nominated unless his consent to such nomination be previously obtained."

It was

Voted, That the Committee on Constitution and By-Laws be requested to report on these proposed amendments not later than the next general session.

MR. DUDGEON, for the Committee, proposed to amend Section 8, paragraph (d), by striking out the words: "but ballots shall not be opened until after balloting at the regular meeting."

The amendment was adopted.

Mr. Dudgeon proposed to amend Section 8, paragraph (d), by adding after the word "received" in the third line, the following sentence:

The Committee on Election shall thereupon provide for the counting and tabulation of the mail votes but shall not make public the result thereof until the votes taken at the regular meeting shall have been also counted.

The amendment was adopted.

Mr. Dudgeon proposed that Section 8, paragraph (d), be further amended by inserting after the word "ballots" in the sixth line, the following: "(each enclosed in an envelope sealed and bearing the name and address of the member voting)."

*See p. 155.

The amendment was adopted.

Mr. Dudgeon proposed that the second sentence in Section 11, paragraph 3, beginning "these members shall not be counted" etc., be stricken out.

The amendment was adopted.

Mr. Dudgeon proposed that Section 18 be amended by the addition of the following words:

Committees created by the Council or by its presiding officer upon the request of the Council are limited as to functions to consideration of or assistance in the business of the Council.

The amendment was adopted.

M. G. WYER, member of the Committee on Constitution and By-Laws, spoke briefly on a suggestion which had come from C. W. Andrews, namely, that a new form of membership be created to be known as a permanent or perpetual membership, the idea being that such a membership would be acceptable as a memorial to a former member of the American Library Association. On the payment of a stated sum of, say, one hundred dollars, a person would become a perpetual member and the name would appear in the list of A.L.A. members indefinitely. There was discussion by Messrs. Dudgeon, Raney, Hill, and Tweedell. The matter was referred to the Council, the Executive Board and the Committee on Constitution and By-Laws.

Mr. Dudgeon reported suggestions that chairmen of standing committees be made members of the Council and that the present method of paying membership dues be changed, adding that the Committee was not prepared to make a recommendation.

Dr. Hill asked whether it might not be wise to omit the registration fee.

The PRESIDENT: The suggestions are referred to the various bodies that may propose amendments.

Mr. Dudgeon: Last year the Committee made an extensive report as to various amendments to the Constitution and By-Laws, some that would make necessary a considerable discussion. We reiterate those recommendations but do not wish to force them upon the attention of the Association at this time.

Dr. Hill: I want to suggest that the word "recommendation" in Section 27 of the Constitution be changed to "report."

PRESIDENT ROOT: The suggestion will be received and referred.

DR. RANEY urged that the chairmen of the

standing committees be made members of the Council and the suggestion was referred to the Committee on Constitution and By-Laws.

The SECRETARY: The Executive Board at its meeting on June 26 voted that the Executive Board recommend to the Association that the details of revision of the Constitution and By-Laws be referred to the Council to consider and report back to the Association, the object being to save time in deliberation.

PRESIDENT ROOT: No action is called for.

FREDERIC G. MELCHER was invited to speak on

COPYRIGHT
(See p. 115.)

The PRESIDENT: We will now come to the special topic assigned for the morning. The chairman of the Publicity Committee, WILLIS H. KERR of Emporia, Kansas, will speak for the Committee, on

NATIONAL LIBRARY WEEK: THE PUBLICITY
COMMITTEE'S PROPOSAL
(See p. 133.)

E. L. CRAIG, trustee Evansville Public Library, Evansville, Indiana, spoke on

A LIBRARY WEEK—INDIANA'S EXPERIENCE
(See p. 134.)

C. H. COMPTON of the St. Louis Public Library spoke on

MISSOURI'S BOOK WEEK
(See p. 136.)

MARION HUMBLE, assistant secretary of the National Association of Book Publishers, New York, told

HOW PUBLISHERS AND BOOKSELLERS ARE GETTING GOOD NATIONAL PUBLICITY
(See p. 137.)

HERBERT S. HIRSHBERG, state librarian, Columbus, Ohio, spoke on

WHAT A PUBLICITY WEEK CAN DO FOR A LIBRARY
(See p. 138.)

The PRESIDENT: Before we enter on the general discussion of this topic I wish to put in a happy interlude. Those of you who read the *Library Association Record* and follow the proceedings of the L. A. U. A. know that one of the strong and forcible influences in library matters on the other side of the water is MR. L. STANLEY JAST of the Manchester Free Public Library, who will now say a few words to us.

MR. JAST: I am extremely pleased to at-

tend this my third American Library Association convention. I must congratulate you on the immense strides that you have made, even since 1913 when I was last here, so far, at all events, as numbers are concerned. This is the most impressive gathering of the genus librarian I have ever seen.

Although I am not sent here officially, I should like to convey to you the heartiest wishes of the Library Association, not only for the success of this convention, but for the success of the great work in which we and you—we on a smaller scale and you on a much larger scale—are engaged.

The PRESIDENT asked for discussion of the proposed National Library Publicity Week.

MISS LOUISE PROUTY of Cleveland told of the lost book and gift week observed in Cleveland when the library advertised that no fine would be charged if books were returned. Three hundred fifteen lost books and two thousand four hundred gift books were received, but the important part was the general publicity which resulted.

ANNE M. MULHERON told of the library week celebrated in Portland. She said: We put four hundred dollars into it and we received about two thousand dollars worth of display advertising. We had huge advertisements which ran in four newspapers every day for two weeks. We used the bill boards. We used the movies; they put on a regular scenario for us. We used slips in our books which went out. We think we reached practically all of the people in Portland. Our slogan was: "Give books to the library. Better to have live books in the library than dead ones on your shelves." We received some valuable books, but the publicity was the most valuable part. The people of Portland are expecting this week to be put on as an annual affair, and we certainly shall not lose the opportunity to avail ourselves of the best publicity that was ever done in the city of Portland.

MR. KERR: We are hoping that the idea will catch and that we may have a certain spontaneous celebration of library week. While this Committee has made no formal recommendations, it hopes that there will be a demand for a National Library Week. We want libraries to use the idea in just as many ways as possible.

DR. STEINER stated that the Committee on Constitution and By-Laws, owing to absence of its chairman, did not wish to make any report on the amendments referred to it. He therefore moved a reconsideration of the vote by which reference was made to that Committee. The motion was seconded and carried.

It was then

Voted, That the amendments referred to the Committee on Constitution and By-Laws be referred to the Executive Board with the request that the Board report before the adjournment of this conference.

The meeting adjourned.

FIFTH GENERAL SESSION

(Saturday morning, July 1)

PRESIDENT ROOT presided.

The PRESIDENT: I want to thank the members for the readiness with which they have responded to the suggestion that we begin our sessions more promptly. We have. I think the longest delay we have experienced has been about fifteen minutes which quite breaks the record of previous conferences.

The first business of the morning is the report of the Resolutions Committee.

PURD B. WRIGHT of Kansas City presented the following:

REPORT OF COMMITTEE ON RESOLUTIONS

To the American Library Association:

This committee wishes to endorse in the strongest terms possible the recommendations of the Committee on Resolutions made one year ago, urging "that in the future this committee be appointed early each year so that as many resolutions as possible may be submitted to it in writing in advance of the annual convention." It is not possible for committees appointed at the last moment to give proper consideration to matters to be submitted to the Association.

The following Resolutions are recommended for adoption:

The American Library Association sends its felicitations to Thorvald Solberg upon the completion June 30, 1922, of a quarter-century service as the first and only Register of Copyrights and thirty-eight years' relation with the Library of Congress. It records also its gratification that in his seventy-first year his service is everywhere recognized, in view of his continuing energy, as the more valuable because of his long experience; and while approving the retirement under normal circumstances at a stated age of faithful public servants if a proper annuity method for their remaining years is provided, it makes protest against the application of enforced retirement of public servants still capable of good service without such appreciation of their past devotion to the public interest.

The American Library Association records its approval of the appropriations for library work in the Navy and Army, in accordance with the implied understanding between the Government and the Association after the close of the war service by the welfare organizations, but hopes that more generous

appropriations may be made in the future for book service in the Army. It expresses its cordial appreciation of the successful efforts of Senator Wadsworth and his colleagues in the Senate in effecting the passage of the appropriation bill. It expresses, also, its thanks to the Secretary of War for his endeavors to fulfill the understanding between the Association and his Department.

That this Association joins in the effort of other organizations for a nation-wide recognition of the birthday of Benjamin Franklin, January 17 of each year, though no public holiday is desirable, and recommends that the two hundredth anniversary of the beginning of his career as a publisher be given special attention in 1923.

That the heartiest acknowledgment is made to the city officials, to all committees, associations, institutions, and organizations who have given of their time and energy in such generous measure; to the press of Detroit, for valuable library publicity; to the speakers and entertainers whose efforts contributed so vitally to the enjoyment of all in attendance; that special acknowledgment is due the Detroit Library Commission, the librarian and members of the library staff; to the president, officers, committees, librarian and assistants of the State University of Michigan for their unstinted efforts in behalf of the members of this Association in attendance upon this conference.

For the Committee,
PURD B. WRIGHT, ANDREW KEOGH,
ELIZABETH H. WEST, MARGARET REYNOLDS.

The resolutions were adopted and the item in the first paragraph concerning the appointment of the Committee was referred to the Executive Board.

The SECRETARY reported that the Executive Board had held a meeting on June 30 to consider proposed changes of the By-Laws which had been referred to the Executive Board by the Association at the Fourth General Session, and that the Board presented the following recommendations:

To strike out of the By-Laws Section 8, paragraph (a), lines 5 and 6, the following words:

"At least three" and "each"

and to change the word

"position" to "positions"

and to add at the end of that paragraph the following:

"No person shall be nominated unless his consent to such nomination be previously obtained";

also to add at the end of paragraph (b) in Section 8 of the By-Laws, the following words:

"Provided written consent of these nominees be filed with such nominations."

The amendments were adopted.

The Secretary then presented the following

REPORT OF THE TELLERS OF ELECTION

The tellers of the election report the result as follows:

President

George B. Utley, Newberry Library,
Chicago1724
Judson T. Jennings, Seattle Public Li-
brary1119

First Vice-President

Josephine A. Rathbone, Pratt Institute
Library School, Brooklyn1795
George S. Godard, Conn. State Library,
Hartford1024

Second Vice-President

Malcolm G. Wyer, Nebraska University
Library, Lincoln1195
Annie Carroll Moore, Public Library,
New York City..... 974
Grace D. Rose, Public Library, Des
Moines 628

Treasurer

Edward D. Tweedell, John Crerar Li-
brary, Chicago1454
Theodore W. Koch, Northwestern Uni-
versity Library, Evanston, Ill.....1282

Executive Board

Chalmers Hadley, Public Library, Den-
ver1478
W. W. Bishop, University of Michigan
Library, Ann Arbor1462
J. I. Wyer, New York State Library,
Albany1336

Theresa Hitchler, Public Library,
Brooklyn1071
Cornelia Marvin, Oregon State Library,
Salem 902
June R. Donnelly, Simmons College Li-
brary, Boston 764
F. F. Hopper, Public Library, New
York City 739
Dorsey W. Hyde, jr., U. S. Chamber of
Commerce, Washington, D. C..... 481
William R. Watson, Library Extension
Division, N. Y. State Education Dept.,
Albany 293

Trustee of Endowment Fund

Washington T. Porter, Public Library,
Cincinnati, Ohio.....1542
Charles E. Schick, Public Library, Chi-
cago1046

Council

Alice I. Hazeltine, Public Library, St.
Louis1860
Ernest J. Reece, Library School of the
New York Public Library, New York
City1350
Charles E. Rush, Public Library, In-
dianapolis1320

M. S. Dudgeon, Public Library, Milwaukee, Wis.	1300
Edith Guerrier, Public Library, Boston, Mass.	1235
James T. Gerould, Princeton University Library, Princeton, N. J.	1164
Caroline Webster, U. S. Public Health Service, Washington, D. C.	1103
Electra C. Doren, Public Library, Dayton, Ohio	1020
Harriet A. Wood, Minn. Department of Education, St. Paul	975
Herbert S. Hirshberg, Ohio State Library, Columbus	955
C. H. Compton	773
Jeannette M. Drake	755
Clarence B. Lester	752
C. Seymour Thompson	735
George T. Clark	715
Esther Johnston	688
Ethel F. McCollough	646
Anna A. MacDonald	618
Charles S. Greene	517
A. J. Small	329
Martha Wilson	950
John A. Lowe	940
Charles H. Brown	928
Wm. J. Hamilton	908
Earl W. Browning	883
H. M. Lydenberg	871
Charles J. Barr	860
Anne M. Mulheron	851
Harold L. Leupp	826
Carl Vitz	816

2940 Ballots cast.

Highest vote to: Hazeltine 1860
Rathbone 1795
Utley 1724

Tellers of Election:

F. H. PRICE, LETA E. ADAMS,
JOHN B. KAISER, K. N. DAVIS,
MARY COCHRAN.

Short intermission.

The PRESIDENT: For this closing Session the Program Committee chose as a theme
THE INDIVIDUAL'S RESPONSIBILITY TO HIS

PROFESSION

and thought it would be well to get for our first speaker a man outside the library profession who would look at the thing in a large way.

He then introduced DR. J. B. KENNEDY, a director of the Detroit Board of Commerce and member of the Detroit Library Commission, who spoke in place of Harold H. Emmons, on

THE INDIVIDUAL'S RESPONSIBILITY TO HIS PROFESSION

(See p. 140.)

THE LIBRARIAN'S DUTY TO HIS PROFESSION

was the subject of addresses by CARL B. RODEN of the Chicago Public Library,

(See p. 141)

and by MARY EMOGENE HAZELTINE of the University of Wisconsin Library School.

(See p. 144.)

PRESIDENT ROOT: The closing address of this memorable conference will be delivered by our untiring host and beloved colleague, ADAM STROHM of the Detroit Public Library. His address was entitled,

PULL IN THE GANGWAY

(See p. 146.)

Judson T. Jennings was invited to escort the President-elect, Mr. Utley, to the platform.

The PRESIDENT: President-elect, Utley, long esteemed by your colleagues and trusted by them in previous years with the high position of Secretary of this Association, they have now given you the highest honor in their power to give. And as a symbol thereof I place in your hands this gavel as representative of the authority which they have bestowed upon you. Members of the Association: I present the President-elect.

MR. UTLEY: Mr. President, my fellow-members:

Anyone who stands in this position, in this place, and in these circumstances, certainly feels very humble when he thinks of the distinguished men and women who have held this honored place all the way down the years from Justin Winsor and William Frederick Poole to our beloved Azariah S. Root.

My fellow-members, you have shown me a very great honor, but I hope you will forgive me if I say that at this moment I am not thinking so much of the honor as I am of the responsibilities that you have placed in my hands.

And now, Mr. President, may I express to you our cordial congratulations on the success of the year during which you have administered the affairs of the Association, and thank you for one of the best conferences and one of the best programs this Association has ever had.

The PRESIDENT: Members of the Association: Presidents go and presidents come but the great opportunities to serve humanity never cease. The American Library Association must ever move onward and forward. None of us can contribute very much to the progress of the movement, but what all of us do makes up what the public thinks is librarianship. Let us, therefore, refreshed by the mingling of mind with mind and friend with friend, inspired by the noble ideals which have been here set forth before us, go forth again to another year—a better year, the finest and choicest year of American library history.

I now declare the General Sessions of the Forty-fourth Conference of the American Library Association adjourned.

GENERAL SESSIONS—PAPERS

PRESIDENT'S ADDRESS

By AZARIAH S. ROOT, *Librarian, Oberlin College, Oberlin, Ohio*

FIRST GENERAL SESSION

The great war is over and now the statesmen of the world are puzzling over the question "Who shall pay for it"? For many of the European nations with currency depreciated and manhood shattered this is proving an almost insolvable problem. To the United States, however, with a stable currency and with its manhood relatively unimpaired, the problem presents a different angle. Although the United States has emerged from the war with enormous credits and with a large part of the world's stock of gold, she has obtained the money to carry on the war and to aid her allies by a large issue of tax-exempt securities. She finds, therefore, that the property subject to taxation has only moderately increased while the expenses which are to be paid from the funds obtained by taxation have been nearly doubled because of the increase in commodity costs and the necessary increases in salaries. Moreover, there will be strong opposition to any further increase of taxation since from the tax paying portion of the community there is a vigorous demand that taxation be reduced. To do this, however, is well nigh impossible without restoring salaries to a pre-war basis and this seems impossible unless commodity costs can be placed upon a pre-war basis.

The public officials responsible for the spending of money raised by taxation, confronting on the one hand demands for increases in taxes and on the other hand the impossibility of reduced taxation, turn now here, now there, in a vain attempt to solve their insolvable problem. In this emergency there comes to the front the so-called "practical" men who have an easy solution of the problem: "Cut out the frills," and this interpreted means in education go back to the days when reading, writing and arithmetic only were taught. In charities go back to the day when simple doles were given out and no attempt was made to reach and remove the causes of poverty.

In library work it results in a cry to curtail work with the children, to cut out the story hour, eliminate all newer methods which attract and interest the readers; in short, go back to the days when handing out a book was considered all there was to do in library work. Now it is not necessary to attempt to refute these so-called practical men on this occasion. My purpose tonight is rather to discuss what the library profession can do to make sure that the legitimate demand for library maintenance which is made of the public has been reduced to the lowest amount consistent with the place of the library in the general scheme of taxation. Other groups—the schools, the public institutions, the public sanitary forces, the charitable departments—all these are also demanding an increased tax rate. Is there anything that we as librarians can do to lighten the burden of the tax payer without sacrificing those professional methods which the development of recent years has made possible? I invite you therefore to look for a few minutes at an extremely practical problem which has been in theory, at least, constantly before the A. L. A., for in the beginning the A. L. A. accepted for its motto: "The best reading, for the largest number, at the least cost."

I shall not discuss the question whether it is possible to increase the amount received from taxation. This is to be discussed at length in one of the meetings of the Trustees Section. Nor shall I discuss the question whether those salaries raised during the war because of the increased cost of living should be restored to their pre-war status? All students of comparative salaries seem agreed that before the war teachers and librarians were not receiving their due share of compensation as compared with other departments of labor. I shall assume, therefore, that no one wishes to see salaries go back to the pre-war basis. Go back the salaries will, however, unless we can increase the income from public taxation

or can curtail our work in some direction or unless there can be found by a careful study of our methods quicker and less expensive ways of carrying out our library activities.

Every librarian holding an administrative position or responsibility is faced with the tremendous and steadily mounting cost of library administration, and yet so far as I know few have really faced the question of making a careful systematic survey of their methods to see whether the expense of operation can be reduced. We librarians are as a rule extremely individualistic. Each library has devised its own methods and in spite of the constant discussion of library methods many librarians are still continuing to do as they always have done. The original method may not have been the best one possible. It may not have accomplished the results at the least possible expense or with the least expenditure of time, but there it is, and there it has been for years, and it is thought easier to let it continue than to attempt an improvement whereby the expense of operation can be reduced. Moreover as a library grows bigger the difficulty in changing its methods constantly increases.

Therefore in spite of all that has been done by means of library papers, conventions, library periodicals and the discussions of the A. L. A. there is still the greatest diversity in the methods employed in our libraries. And in many of our libraries there still exists great ignorance and even great indifference as to the methods used in other libraries. The library schools which endeavor to perform the function through their courses in library economy of describing the various methods used and pointing out their good and weak points are still far too theoretical in their treatment of library methods. From time to time some new method is exploited by its originator, presented in state or national meetings, adopted here and there spasmodically by individual libraries, while the great majority go on and on in the same path which they have been pursuing for years. Therefore, as the first preliminary to a systematic reorganization of library methods we need the proposed Library Survey originally suggested at the second Asbury Park meeting by President Bishop and since slowly being developed

by the Committee on Library Service. I say this as a *first* requisite because before changing our methods we shall need to know what is actually being done elsewhere. At the present time, whenever any proposal of change comes up no one has any basis for knowing just what is now being done. A questionnaire hurriedly prepared is sent out to a great number of libraries, which hurriedly answer it, giving part but often not all of the facts in the situation, and from these answers a hurried conclusion is compiled which having been duly presented, sinks into oblivion as have many of its predecessors.

We greatly need a work which shall sum up and indicate the methods adopted in actual practice by each library in the handling of a book from the time it is ordered until it is available for readers. The Library of Congress in the manual accompanying its report for 1901 gave an extremely useful and fairly complete account of its methods. Mr. Dana in his book *Modern American library economy, as illustrated by the Newark, New Jersey, Free Public Library* has done the same for his library. A number of university librarians have prepared manuals for use by their clientele which have attempted something in this direction, but after all these are isolated instances and there is great need of a manual which shall enable any one who has to face the problem of improving or altering the methods of his own library to see in tabular form exactly what is being done by other libraries. Such knowledge I believe can be obtained through the proposed survey. It can be secured however only by the co-operation of every librarian and by the painstaking and honest filling out of what would prove to be a mammoth questionnaire.

When the great Inter-Church World Movement was laying out its plan of work it contemplated among other things a very extensive survey of the methods adopted by colleges. An elaborate questionnaire was compiled and sent out to every college and university of the country. I happen to know that the secretary of the institution with which I am connected spent the greater part of three months in gathering together the information which was desired. Owing to the

collapse of the Inter-Church World Movement very little has resulted from all this work, but I know that in my own institution this work is not at all regarded as a waste of time, but is again and again proving of the greatest value. I believe such will prove to be the case with the contemplated library survey when it has been carried through and the data gotten together and published. It may be necessary to have a series of volumes that will cover the ground topically as was done in the case of the Cleveland School Survey but if so I feel that it will prove to be one of the most valuable additions to library economy which American libraries have ever added to their shelves. With the publication of the results of this survey it ought to be perfectly possible for any library to make a comparison of its methods with those adopted by other libraries and thus eliminate waste of effort, unnecessary labor and unwise expenditure. A multitude of library questionnaires would be answered in such a publication and the organized tabulation of results would make it a relatively simple matter to see what was being done by other libraries.

As an example of what may result from such a survey let me call your attention to the so-called "cataloging test" which was undertaken by the Catalog Section some years ago. This brought together data showing that the cost of cataloging a book varied greatly, ranging from fifty cents to two dollars, in different institutions. I know of at least one case where the results disclosed by this test have led to a careful examination of every process through which a book passes, resulting in a very considerable reduction in the total amount. The amount remaining, however, still seems greater than it should be and it ought to be one of the happy results of the survey to suggest methods by which the cost may be still further reduced. This would lead to another step in the direction of economy which it seems to me must sooner or later come about, namely, the standardization of the methods employed by the great majority of our libraries.

Anyone familiar with the files of the *Library Journal* knows how strongly this need was felt by those who first organized the A. L. A. The Co-operation Committee, as

it was called, busied itself for ten years in establishing the practice for accession books, for the size of cards, as to catalog rules, as to blanks for the order department, reference department, and similar subjects. In fact the great majority of the methods we have in common were wrought out in the first ten years of the American Library Association by such men as Cutter, Dewey, Winsor and others. In recent years we have depended largely upon the library schools and upon discussion at library meetings to keep us informed as to methods and to bring about a standardization of action. This has proved insufficient. For this standardization we must await the result of the survey but when this is available it seems to me that it would be perfectly feasible to so standardize the methods of the greater majority of libraries that an assistant changing from one library to another should find herself after the first week able to work in the new position as easily as she did in her previous one.

When one considers the great number of changes that occur in a single year in the library world, the economy resulting from such standardization is evident. I am aware that there are those among us who talk about the danger of standardization and fear that the libraries will lose individual initiative if these are introduced. And yet these very people are among the first to complain that the library schools do not prepare for the practical operations of library work. Yet if these operations could be standardized, the task of the library schools would be greatly simplified and time and strength would be available to teach more important matters.

One of our ablest critics said not long ago that libraries had very little influence in shaping the reading of their communities. If this be true, is it not time that we standardize the mechanical parts of our work and throw all our energies into the task of really making our libraries an effective force in transforming their communities?

Another respect in which there seems to be great possibility of saving is in the line of co-operative publication. During the last year the Secretary of the A. L. A. has been making some very interesting experiments in this direction. The short reading list of *Boys'*

books, for example, was found to be of such practical value that 160,000 copies were ordered by a very considerable number of libraries. Sixty-five thousand copies of the list of *Children's books for Christmas presents* were sold last winter. With a well organized force such as is necessary for the issue of the *Booklist* and with hearty co-operation from a great many libraries, there seems to be very great possibilities in preparing such lists to be sold at a minimum cost to the individual libraries.

Without trying to enter upon the discussion of tomorrow in which this whole subject of publications is to be fully presented, I suggest that one of the most useful services we could render would be to make the A. L. A. office a sort of clearing house for the bibliographical accomplishments of our libraries. In many cases is it not a fact that some rather difficult and puzzling problem as to the duration of a serial or as to the authorship of a work published under an assumed name has been brought to a complete solution by the painstaking efforts of the reference librarian of some one of our larger libraries, and then having served its immediate purpose this knowledge is allowed to lie unutilized because unpublished while perhaps some other librarian a few months later may have occasion to patiently and painstakingly work out the very same problem?

If all such work done by our larger libraries was submitted in a written form to the A. L. A. headquarters, mimeographed or printed, and distributed to such other libraries as would pay an annual subscription for such information, might not a notable co-operation in effort and a great economy in expenditures be the ultimate result? Those of us who have again and again benefited by Mr. Faxon's notes in the *Bulletin of Bibliography* in regard to alterations in the time and place of publication of some serial would appreciate it if many more such notes would be available each year.

Then, also, the possibility of providing by co-operative effort working tools which are now lacking seems very great. One has only to recall the original *Poole's Index* and the supplementary volumes as well; the *A. L. A.*

index of collective material; the *A. L. A. portrait index* and other similar publications,—all the result of such co-operation,—to see what possibilities there are in this form of effort. Dr. Richardson of Princeton at a recent meeting of the American Library Institute has made some extremely interesting suggestions as to further work in this direction which might well be given careful consideration.

A pressing problem which is generally realized, but which nobody has solved, is the problem of utilizing the duplicate material in the possession of our libraries. Nobody has discovered a simple and inexpensive way of transferring such material from the place where it is not needed to the place where it will be of service. In a large library the cost of searching to see whether the items on a list of duplicates offered are needed is so great as to be almost prohibitive, and the majority of libraries find it easier to sell their duplicates to some second hand book dealer who patiently catalogs it and offers the material at fancy prices to other libraries. These purchase it because it is the only way by which at present they can acquire the desired book. Again and again suggestions have been made for some great central clearing house to which all duplicate material should be sent and from which there should be issued lists for selection, but nobody has ever seemed to devise any way of meeting the expenses for this colossal undertaking.

Various libraries have been making experiments in this line and some of them seem worthy of mention at this point. One method quite frequently adopted is the preparation of a want list which is sent out to libraries which will co-operate. This method is very fruitful and would be exceedingly so if all libraries would list their duplicates and so know what they could supply. For those libraries which have taken the trouble to list and make available their duplicates, lists like this have proved a way of obtaining important additions at very little expense. The recipient of the list knows what he can furnish and by reference to his catalog of duplicates is able to send a prompt answer, and the aggregate result very often means the completion of a difficult society publication or periodical set.

Another method which is now being tried by a number of libraries is the issuing of a monthly list of available duplicates and sending this to those libraries which are willing to co-operate in like fashion. The use of the mimeograph has made the cost of such lists a trifling sum, and they have resulted in very large and profitable exchange relations. I have sent out some forty or more such lists with the result that at least nine-tenths of the material offered has been taken by some one of the libraries receiving the list. From some of these I have not as yet received anything in exchange, but I have the satisfaction of knowing that the material was of use somewhere and that some time I shall get a return from the libraries which have selected this material. The cost has been relatively little and the returns in books selected from similar lists have abundantly justified the expense. The real difficulty in the development of this method lies in the unwillingness or inability of many libraries to provide lists of their duplicate material. All of us owe a great debt to the Library of Congress and to the New York Public Library for the very generous additions we have received from them through such lists, an obligation which we are endeavoring to repay as rapidly as we may.

There are many other examples which might be given through which an increase of efficiency may be secured without an increase in the cost of administration. We have talked very little about the possibilities of collective purchasing, or of a combination whereby a competent and efficient "replacement" man might be employed in each large city, to meet the constantly increasing de-

mand from libraries for such service. We have no organization whereby the need of libraries for a reprint of some important out-of-print work can be tabulated and pressure brought upon the publisher to issue a new edition, nor have we any machinery to prevent the issue of faked new editions to be foisted upon the libraries. All these and many others I must pass over and confine my illustrations to one more concrete example.

1. Do we all need to buy everything? With the enormously increased production of books, must we not work out some co-operative arrangement whereby the field of purchase shall be more thoroughly covered, by a division of purchase among the libraries of a state or of a city?

2. Do we all need to keep all the books we now have? Cannot the older and less frequently called for books be brought together in one or two libraries of a state, which shall act as a reservoir, relieving libraries generally of the expense of keeping material little in demand, and thus reducing maintenance and overhead for many others?

These examples must suffice to make clear the position I am trying to establish. In the face of increasing demands upon the public purse, it is time for a careful review of all our methods, time for a systematic survey of all our resources, time for co-operative combinations for more effective results. The great need of American libraries today is that each library should think not in terms of itself and its own interests, but in the spirit and with the conception of library unity. Each must be ready to give and each ready to take whatever action will be for the greatest good of all our American libraries.

GREETING TO THE ASSOCIATION

By ADAM STROHM, *Librarian Detroit Public Library*

FIRST GENERAL SESSION

From near and far, even from distant parts outside the United States borders, delegates of the American Library Association are journeying along routes converging toward Detroit, for their forty-fourth annual conclave in the furthering of a great educational and social movement. The heartiest greetings are extended to these visitors by the City

of Detroit, deeply conscious of the honor conferred upon it by the presence of these guests.

The affection for and pride in their city on the part of all its citizens allow us to feel that this event is a tribute paid to our city as a whole for its natural attractions, its spirit of enterprise, its achievements, its honorable

record as an enlightened community in directing its material prosperity toward the creation of a happy community life of good will and widening social and cultural activities.

This gathering of many earnest people is for the particular purpose of taking counsel for the promotion of communal and national library service and incidentally to inspect the local institutions maintained for that purpose. Those of us now actively enlisted in such local educational service feel deeply the honor of entertaining our visiting associates. We realize, however, with grateful hearts that the recognition that may be given to our city for local library achievements can be claimed in only a very small measure by those on the muster roll now. All honor to those who

preceded us, to those whose faithful service is enscrolled in the records of the institution. We also take pride in the generous spirit and attitude taken by the citizens of Detroit in determining that free public institutions must be, and in the faithful, courageous manner in which those entrusted with the city government fulfilled the desires and hopes of the community.

It is our very earnest hope that these representatives of the library profession will find their visit here profitable and that they will be made to feel in the widest degree possible the warm spirit of hospitality with which we greet their arrival. We are at your service and would regret nothing quite as deeply as not being given an opportunity to make you comfortable.

THE NEW AMERICAN

By M. L. BURTON, *President, University of Michigan*

FIRST GENERAL SESSION

I take great pleasure in the opportunity that this occasion gives to me of expressing publicly the deep appreciation which the American people feel to this organization for the remarkable service which you rendered to our soldiers and sailors during the great war. I am of the impression that while you have done many other things of vital importance for education, and for the standards of local communities which you represent, nothing has meant so much to the American people, or has come so close to their hearts as what you did in the war.

You have had brought to you, in a very excellent way, the greetings of the city of Detroit. I hope I shall not seem pretentious if I venture to take upon myself the privilege of speaking for the educational interests of the state of Michigan. We are delighted to know that you are going to come to Ann Arbor on Thursday; and may I now, on behalf of the University of Michigan, extend to you a most cordial and hearty welcome to the campus of the University and the luncheon which the Board of Regents is very happy to provide, and for all of the other things which are planned for you during that day. May I ask you, as you visit the University of Michigan, to think of it as one illustration of

the great experiment in democracy which we are making upon this continent.

Now, I do not want to take your time tonight to say too much about the University of Michigan. I would not say a word about it, were it not for this fact,—that the University of Michigan, as a tax-supported institution, will afford you an excellent illustration of what a people can do in organizing and maintaining an institution of higher learning. I think possibly I shall not be going too far if I say that in many quarters of the United States, a certain primacy is accorded and conceded to the University of Michigan. Perhaps this is due largely to the fact that the University for one full generation was doing its work before the other now large state universities assumed their importance.

I shall not worry you with facts about it; but we are proud of our traditions there, proud of the spirit and the atmosphere of the place; and our great fundamental aim is this: to make it perfectly clear that a sovereign state can organize and maintain a university which will offer to the picked young men and women of the state and the country opportunities for higher education which cannot be excelled anywhere in the

world; and we hope, as you come to visit us, that you will feel that all of the things of which I now speak are included in our welcome, and particularly we beg of you to remember that we think of the library at the University of Michigan as the central and primary feature of the institution, serving, as it does, every unit of the University. We beg of you to bear in mind something that we have no hesitancy in saying here,—that we are sure that the University of Michigan has the most efficient librarian in this country.

I shall not talk to you as a group of teachers, nor shall I talk to you as university presidents or college professors. But I shall talk to you, if I may, as human beings interested in the welfare of the United States of America, and determined to do your part in educating the people of this country to some understanding of the fundamental responsibility of accepting a place to live in America in the twentieth century. In other words, I shall attempt not to be technical tonight. It would be useless for me to pretend here that I know anything about what you represent, for I do not. It would be useless also for me to pretend that you do not know as much about education as I do. But I am sure of one thing, and that is that all of us as human beings and as citizens of this country, are coming more and more to see that there are certain fundamental ideals toward which all of us must work, and to which we must lend our strength and our energy.

I think for the sake of clarity, I will say to you now that possibly I might call this speech of mine, "The New American." If there were plenty of time and we could scan the pages of American history, I think we would all come to recognize very clearly that the old American had certain qualities, certain tendencies, some of which might be regarded as fortunate, and some of which were certainly unfortunate. To illustrate first the latter group, the old American certainly made the mistake, I fear, of proclaiming in loud terms the importance of individual success and personal achievement; and written in capital letters in American political and business life at the present moment, are the direful consequences of the excessive doc-

trine of individualism. Many of the things which people of my generation heard, which urged them on to the largest idealism of the capabilities and the abilities with which they were endowed, often failed to give to them also some comprehension of their responsibility to the local community and to their duties as public-spirited citizens.

Yes, one of our evils came to expression in commercialism, and much of the corruption of the American political and municipal life. These things, I say, illustrate one unfortunate tendency of the old American, namely, his emphasis upon what might be called an undue individualism; and again the old American was also to be found fault with because of his shallow optimism and shrewd conceit with regard to his country. Even as late as 1914 and 1917, the moment it was decided on the 7th day of April, 1917, that the United States of America had declared that a state of war existed between the Imperial German Government and our Government, every one immediately said, "Why, of course, this settles it; America has gone in; we shall win." This has been our attitude under all circumstances everywhere. I wonder if you remember one of the things that Lowell wrote when, as ambassador to the Court of St. James, he was somewhat disturbed by the bits of crude and vulgar information which occasionally came to London, when he said, "If we are going to prove that we are great, we will not do it by always bragging that way."

There has been that spirit of boasting, this spirit of superficial optimism which, I fear, sometimes has left us to gloss over the social injustices of this particular day, and to imagine, under all circumstances, an inevitable superiority of social progress.

Besides, linked with all these unfortunate tendencies in the old American, was his impression that he was not a part of the world. He was proud of his national isolation, and his freedom from entangling alliances with other continents and with other people; and even in this generation there have been large groups of people who have endeavored to persuade the country that they, too, thought that the United States of America was not a part of the great world.

Here, then, I say, are some of the unfortunate characteristics of the old American. Do not misunderstand me. If somebody from another country should stand up here and say some of these things, I think possibly I would enjoy an intellectual, if not a physical encounter, with him before the evening was over.

So, having said that as a partial excuse and apology for some criticism which I have passed on our forefathers, may I very briefly indicate to you some of the good qualities of those forefathers upon which we must build, as we think of the new American today.

Think of the Boston Tea Party. Wasn't it fine? Think of the way in which our forefathers insisted upon the inevitable independence of this country, and on their own individual independence; and, linked with this, think of their initiative; think of the resourcefulness of the Americans who have mastered this continent and made it what it is today. And along with these qualities of independence and initiative, think, too, of the idealism and of the insight of the men and the women who laid the foundations of our nation. Think of the hopes and ambitions which animated them. If you and I tonight are seeking for the secret of the ultimate greatness of the United States, we shall find it, not in the superabundance of the things which we possess; not in the fact that we have over one hundred millions of people; not in the fact that we own one-third of the wealth of the world today; not in the marvelously rich valleys and fertile fields and great mines and populous cities, nor will you find it in our great colleges and universities and cathedrals;—but if you search for the explanation of the influence of America upon world civilization today, you will find it, I say, not in the things which you can touch and see and handle, but in the hopes and the ambitions and the aspirations and the ideals which animated and dominated the men and women who established America. Yes, they had an idealistic and ethical insight which helped to do possibly more than anything else to account for America's leadership of the nations.

Here, then, I say, just by way of illustration, are some of the qualities, bad and good,

which have made the old American. Now, I suppose all of us have heard, at least a million times, in the last few years, that we are passing through a period of transition, and that we are coming rapidly into a new era. I do not mean to weary you by a reassertion of that statement, but if America is to assert and to maintain her leadership, if we are to be worthy of the resources with which God has endowed us, if we are to take of the potentialities of this marvelous continent and of the things which have come to us out of other civilizations and other countries, then I insist that out of this must come the new American, of whom I speak tonight. This new American, of course, cannot be something distinctly different from the old American. We must be on our guard against further manifestations of our mistakes and of our unfortunate qualities, but we must make very sure that the elements of strength and character of those who have preceded us are built into the character of the one that we would come to think of as the new American.

Now, what is the first mark of the new American? The first thing that the new American must learn in terms of which most of them have not yet comprehended, is that he must be open-minded. Let us look at that for just a moment.

I suppose you will agree that the war has thrust upon us an entirely new world. We are face to face with the most serious and the most gigantic issues that have ever confronted any generation.

So, we are turning over to our young people a world which is quite different from the one you and I received; and along with it come all of these problems which come with every generation, accentuated by the quickness of the transition through which we are now passing.

We are not only experiencing the age-long conflict between that which is new and that which is old, but superimposed upon it is all of the speed, the rapidity, the celerity, if you please, with which these things have been urged upon us. Think of what this coming generation must do in dealing with problems like that of capital and labor, and how extremely important it is that their minds shall be opened with broadminded liberalism

to see the elements of truth on both sides of this problem. Or, to take another example, how far do you and I think that a government should go in the exercise of its function? There are large sections of this nation, there are increasing groups of people who believe that the government should enter into many of the basic industries, that it should organize banks and packing houses and build channels, and furnish insurance, and all of those things. How far do you and I think it should go? How far do we think that the individual ought to be permitted to retain the exercise of his initiative? Do you and I, as Americans, still believe in the glory of the American, and that one of his essential fundamental principles of liberty is that the individual shall always have an opportunity to make the largest possible use of the abilities and the talents with which he has been endowed?

I am attempting to avoid now the world situation. We are taking up issues which this generation must settle, and what will be the method by which those things will be settled, fellow citizens,—not by a continuation of some of the methods which we have employed in the past; not by our superficial thinking; for, if there is any vice of which America may be accused of being guilty of, it is the vice of superficiality, particularly in her thinking. We can no longer continue to base our judgments upon things, but upon facts.

Why, men and women, the hour has come when, if we are intelligent and discriminating, we shall insist upon the collation of the facts in regard to our national issues by trained experts. And when once we have these facts, then we have a more serious responsibility than we have today. The hour has come in America when, regardless of the consequences to any individual or group of individuals, or states or regions of the country, or corporations, we must insist not only on getting the facts, but upon wise and timely legislation in keeping with the facts when once they are known.

It is something like what I meant when I spoke of free-minded, open-minded liberalism. This is what we must have in America if we are to fulfill our promises, not

only to the millions now who make up our citizenry, but to the unborn and the unnumbered myriads of people who look to us as the land of promise. Yet, not by calling people names, not by hurling epithets or pronouncing invectives, not by vituperation, not by placing a label on somebody and thinking that thereby you have answered his argument—none of these things will do. No! We must have the facts in regard to our national problems; and who can see to it that the people have those facts day in and day out, better than the librarians of America, scattered everywhere in the country? It is your task to help develop a generation of citizens who at one and the same time are open-minded, but not empty-minded; who are liberal, yes, but who have convictions; who are generous, certainly, but who possess ideals; who are broad, yes, but not supinely acquiescent in anything for which another person may contend; who are cultured, certainly, but who have ideals for which they will fight, and, if need be, for which they will die.

Yes, the first mark of the new American is not only an intellectual open-mindedness, but it is a receptive attitude of spirit which helps to understand and to interpret the great controlling motives and emotions of the American people.

There is a second thing I would like to say. The new American must not only be open-minded, but he must be public-minded. Life everywhere, under all circumstances, consists of two things. You have your aspirations and desires and ambitions, and out yonder are the plain, unalterable facts of the world, and you sit by your fireplace at night and say, "If I could get rid of those facts life would be all right." But the universe is not made that way; life can never be found by the annihilation either of the things that are within you or of the things that are without you. We shall find life, as citizens on this great continent, just as we succeed in developing the right relationship between that which is within and that which is without. Personality is significant in proportion as it is related to something. There is no such thing as an isolated person; and you and I derive our significance and our importance

from the way that we get tied into communities wherein we live.

You are not merely librarians, significant and important as that is, but you are inevitably and inextricably intertwined with this thing that we call community, and just in proportion as you get into the right relationship to yourself and to your community and to your state and to your nation, and to the world, then to your God, just in that proportion are you sensing more of the responsibilities of the new American in the twentieth century. To be alive means that you are tied into your community.

If I had a great deal of time tonight, I think I could show you that respect is very close to the apex of human effort, for unless a man can look into his heart and know that he is a man, unless he can respect himself, he cannot be of influence; and he who respects himself, unreservedly understands that every other person too must be respected and regarded, if not revered.

What was the war about? It was fought out upon or around one little word, "respect"; on the one hand was a group of nations who said that the individual exists for the state, and the state can do no wrong. I need not rehearse to you what they did. On the other hand, thank God, there was a group of nations who said that there is nothing in all the universe that can be compared or should be given in exchange for human spirit; and that you and I and all of us together are potential sons and daughters of a common Father. They said that the human being must be respected. If there is any land in the world where respect and regard and reverence must be enthroned, it is in America, a land of democracy, where we ourselves make our own agencies and institutions for our government; and when men speak with contempt of our courts, and when children lose respect for their elders, then they are making ready for the fatal plunge toward disaster, if not extinction.

I wish America had today another Abraham Lincoln, who could drag out into the full light of day the precise issue, the issue now before America. Some of us at times have thought that issue has gone by, but it has not. Sometimes we think that the crest of

the wave has gone, but it is just coming. It is the wave of disrespect for law and order and the constituted authorities of our local, state and national governments. We must have respect for these things.

Do you remember how Abraham Lincoln fashioned this issue in 1861? He said, and I quote him precisely: "Do all Republican forms of government have this inherent weakness? Must they, on the one hand, be too strong for the liberties of their people; or, on the other hand, too weak to maintain their own existence?"

Why, fellow citizens, in the city of Detroit tonight are twenty centers from which are going influences diametrically opposed to the fundamental principles of America. There are everywhere large and increasing groups of people who think that government is too strong for their liberties. And, on the other hand, there are large groups who are thinking, who are hoping that the government is too weak to maintain its own existence, and I say to you that our duty is to have that form of public-mindedness which insists upon unqualified, unconquerable respect for law and order, and the constituted authorities of America. And to all who will not take this point of view, I would suggest that we offer to them the clear-cut, sharply-defined alternative; either get into American citizenship or get out of America.

So the second mark of the new America is public-mindedness, which manifests itself in an unconquerable demand for respect. Respect for law? Yes. Respect, too for the ballot box. Large groups of people say that it is the indirect method of achieving social progress, and therefore they would cast it aside. It is our duty to see to it that they respect the ballot box, and it is our duty to see that they respect also the rule of the majority, for which we have always stood, and back of that, the duty of the citizen to see to it that the ballot box says what it should say, because we have to help to shape and mould sound public opinion in regard to the ultimate issues of American life.

May I take just one more moment to say a third thing? Again I do not care much what you call it; but I am of the impression that these two things will take on a new

meaning, that our open-minded liberalism will become more of a reality, and our public-mindedness will have more specific content if in some way these two foci are bound together with what might be called world-mindedness.

If there is any one thing of which I am sure,—and I go all about this country, north and south, east and west, and have unusual opportunities for conferring with all types and groups of people in most of our communities—if there is any one thing of which I am sure, it is that the American people today are ready and willing to accept their normal obligations to the rest of mankind.

Fellow citizens, think of the conditions of the world tonight. There is no time to discuss it. Think of Russia. Think of the Balkans. Think of the two assassinations, one in England and one in Germany, within the last two or three days. Think of the curiously opposed influences which are being brought to bear upon these various governments. Think of the fact that in this country we have the fundamentalist movement, making fun of the sound and great scientific conclusions of our best schools of thought and teaching today; and, correspondingly, think of the anti-Christian movement in the Orient, because of the unduly orthodox point of view of many of those who are supposedly friends of Russia. Think of the fact that transportation is disrupted, and that life in general is disorganized. Think of the exchange. Think of France spending twice her

income. Think of the fact that Italy is spending three times her income. Think that, with the single exception of Great Britain, there is not a solvent nation in Europe today, and then remember that the future prosperity of America depends upon the peace of central Europe, and if we are to get anywhere in international commerce or in the diplomacy in world relationships, or in the shape of a normal and sane civilization, we must come into the right relationship with all the world. It cannot be otherwise.

The new American must be open-minded, and he must be public-minded, but these two things will become significant just in proportion as he is world-minded.

I am sorry to have talked so long. I hope I have said enough to you to indicate that we simply begin the task which you must complete, which all through the years you must take and carry on in a large way, relative to the education of the people; that you must help the citizens of America to understand their local, state, national and world problems, and to do it, not through a superficiality of thought, but by a demand for facts which you can supply; by understanding the responsibilities of citizenship, and, above all, by some realization of the fact that the ultimate distinctions between human beings are not the lines and the boundaries of the nation, but those things which come because of their appreciation of the things of the spirit, of the things which are eternal.

A.L.A. PUBLICATIONS THE POLICY OF THE EDITORIAL COMMITTEE

By HILLER C. WELLMAN, *Librarian, City Library Association, Springfield, Massachusetts;*
Chairman, Editorial Committee

SECOND GENERAL SESSION

It always has been, and I am sure always will be the primary aim of whatever board or committee has the publishing in charge, to divine and satisfy, so far as possible, the wishes and needs of the library workers throughout the country. For this reason the policy has perhaps been, to a degree, opportunist; and by the same token, such a discussion as has been arranged for today is particularly welcome.

The last time the subject was presented for general consideration was at the council meeting in Chicago in 1917. Henry E. Legler, who gave so much of his interest and effort to the affairs of the Publishing Board, told of its modest beginnings some thirty-five years ago, and rightly ascribed much of its success to its early members. They included such men as James L. Whitney, W. I. Fletcher, William C. Lane, Melvil Dewey,

C. A. Cutter, R. R. Bowker, and Charles C. Soule. In those days, and for many years afterward, much of the work was on a volunteer or co-operative basis. Part of the actual compiling and editing was paid for in the case of some of the larger publications like the *Portrait index* and the *A.L.A. catalog*, and the printed catalog cards were similarly prepared; but in general, all the members of the board and many members of the Association gave lavishly of their time and labor. William C. Lane, in particular, during the period of his chairmanship was indefatigable and devoted to the work an immense amount of his personal attention and thought.

The activities of the board, which started in 1886 with a capital of \$458, received a large impetus when in 1902 Mr. Carnegie, through the representations of Dr. Billings, became so interested that he gave an endowment of \$100,000 "for the preparation and publication of reading lists, indexes, and other bibliographical and literary aids."

During the twenty years previous to 1917, as Mr. Legler pointed out, the sales increased from \$2,558 to \$12,554. It has required only five years more almost to double the latter figure, for the sales last year amounted to about \$24,000.

A definite change in policy resulted last year in abolishing the old Publishing Board and substituting an Editorial Committee. With the growth of the Association and the establishment of headquarters, not only the business of printing, advertising, and distributing publications, but the preparing, compiling, and editing was given over more and more to the Association's secretary and his staff, some of whom were employed by the Publishing Board. Now, under the new constitution, the Editorial Committee acts in a frankly advisory capacity; and the actual editorial work, as well as the publishing, has been formally transferred to the secretary and staff under the general direction of the Executive Board. This change represents a natural evolution from the earlier stage of volunteer and co-operative work into that of a regular publishing business, and it may well mark the beginning of an era of even more rapid expansion,

Among recent tendencies which are perhaps indicative of policy would seem to be especial attention to the requirements of the smaller public libraries. This is probably but a reflection of the growth and enlargement of the public library system. Increasing emphasis is perhaps given also to the requirements of the library schools, and this, too, is a natural result of their growing number and influence. If the particular requirements of the university and special libraries have not been so well supplied, the reason doubtless lies in the greater difficulty of preparing the necessary publications, their more limited field of distribution, and the fact that the Carnegie endowment was given primarily for the benefit of the public circulating libraries.

Until recently there existed a feeling, perhaps amounting to a policy, that it was the special province of the board to issue useful works from which the financial returns were so doubtful that the regular publishers would be unlikely to undertake the publication. Indeed, it was even said that profitable publications should be left for the commercial publishers, although I doubt whether the board was often deterred from issuing a work through fear that it might become a best seller and yield substantial returns. Certainly, if the policy of taking up only unprofitable publications were adhered to, the number that could be issued would be extremely limited. At all events, there seems to be a change of policy in this respect, and in view of the growth in the number of libraries I think the feeling is coming to prevail that, with certain exceptions, publications which would not yield sufficient returns to pay at least the cost of printing and distribution are hardly worth while. But the cost of gathering material, compiling, and editing must in many cases still be met, in part at least, from the funds of the Association rather than from sales. Formerly, and especially in the earlier years when the work was largely co-operative, prices were usually set at a figure that would hardly more than cover the cost of paper and printing. A question that may well be discussed, however, is whether now that the work is so largely on a paid basis, publications should

not be listed, when feasible, at a price sufficient to cover also the cost of preparation, and perhaps even to yield enough profit to build up gradually a reserve fund to make possible the publication of occasional expensive works, the returns from which would pay little more than the cost of printing, and the preparation of which could otherwise hardly be financed.

In this connection there is another point upon which I should be glad to hear an expression of opinion. Should the Association pay royalties to the authors of its publications? In the past, as already stated, persons were sometimes engaged and paid for compiling some of the larger publications; and in the case of one or two important works by a single author, after the sales had paid the cost of publishing, a modest royalty was paid out of the accruing profits. The question has been raised whether, for any publication in which the labor of authorship is extensive, especially if undertaken at the request of the Association, the Association should not pay a royalty and fix a correspondingly higher sale price. It is argued that the libraries which purchase a substantial publication could afford to pay a moderate reward for authorship; and that this financial reward, small though it might be, would prove an additional incentive in the production of useful publications.

One function which the board, as a matter of policy, always stood ready to perform is to safeguard the libraries against exploitation. If a publisher should issue a necessary library tool at an unreasonable price, he would always be in danger of arousing the competition of the Publishing Board. Perhaps from this very fact the occasion has never arisen.

A question of policy which has often been discussed by members of the Association has had to do with what is perhaps our most important publication, *The Booklist*. Members of the Association and members of the board have wished that this valuable periodical could fill a larger field and reach general readers as well as librarians. One special field which *The Booklist* can enter, and is increasingly entering, is that of the public school; but after much thought and

effort and actual experiment and tests the members of the Publishing Board were reluctantly convinced that *The Booklist* in its present form, which seems that best suited for librarians, is not attractive to general readers. The librarian wants in the notes concise statements of fact that will enable him, with the least effort and expenditure of time, to determine whether the book is desirable for purchase. General readers, on the contrary, wish, not a cold statement as to whether the book is worth reading, but a note that itself will be pleasurable to read and that will arouse their interest in the book or the subject.

This is not the place to recite the accomplishment of the Association in its publishing. Such works as Larned's *Literature of American history*, the *Portrait index*, the *A.L.A. Catalog* and supplements, the *Index to general literature*, the *Guide to reference books*, the *A.L.A. manual*, *The Booklist*, and scores and scores of other publications are a source of legitimate pride. In general, the publications seem to fall roughly in three groups—first, those dealing with the administration and technique of libraries, such as the handbooks, manuals, cataloging codes, etc., etc.; second, indexes, buying lists, and various other bibliographical aids; and finally, material for library propaganda and publicity, including the brief reading lists and reading courses to be purchased by libraries in quantity for distribution.

A glance at the list of recent publications would indicate that special emphasis has of late been placed on the development of this co-operative printing of lists, reading courses, and other publicity material. It seems to me that it should be possible to develop this branch of the work to a very much larger degree than heretofore. Personally, I should like to see the policy adopted of issuing these lists at the bare cost of printing until libraries generally have acquired the habit of buying them. The very practical suggestions which Mr. Milam has issued for utilizing the different lists have been admirable, and if followed cannot fail to stimulate present patrons and attract new readers to the library. Of many of these lists, although they seem excellently suited to their purpose, there have

been sold only a few thousand copies. This is a ridiculously small sale considering the number of public libraries in the country. Of almost any popular list of this kind there ought to be sold at least fifty or a hundred thousand copies.

The reading courses, which are a new venture, seem an especially useful form of publication. I hope they may be multiplied to include not only vocational, but also academic subjects, so that a studious reader who wants to take up some phase of science, literature, history, or art may find at hand a suitable guide arranged by an expert. The reading courses differ in their aim from the mere reading lists; they should enable libraries to take a new step forward in encouraging systematic and ordered reading. This service might ultimately develop into something almost akin to the work of the correspondence school, and judging by the vogue of the latter, would be appreciated by numerous readers eager for self-education.

As already stated with regard to the policy of subsidizing publications, there are exceptional works which might well be issued even if they would hardly pay printing and "overhead" costs, to say nothing of the cost of compilation or authorship. Among these exceptions I should place, for the present, the brief lists and reading courses, which should be offered at the bare cost of printing until their sale in large quantities has become established. They represent, in the main, a new enterprise, and a new enterprise often requires the sinking of capital in promotion. Another class of publications which might constitute an exception comprises those for which, while the sale would be limited, the

need is great. Among these I may note the lists of books in foreign languages. The work of Americanization is so important, and the difficulties of building up the necessary book collections are so great, that I think the publication of additional lists of this kind would be warranted even if the returns would hardly pay the expense of printing. The great difficulty in the past has been to find persons combining the requisite knowledge of the foreign literature with the right understanding of the purpose of the list—an obstacle, however, which surely is not insurmountable.

There is one other class of publications which I hope to see undertaken regardless of the financial returns. The public library system, which had its birth almost within the memory of the older members of this Association, has grown and spread until it has taken its place beside the public school as one of the indispensable institutions of democracy. In years to come students will want to know the origin of this new force. The men and women who fostered and guided this great movement were known to many of the members who are still active in this Association. We shall fail in our duty, if we who knew these figures neglect to record for posterity something of their personalities as well as their achievements and their special contributions to the development of public libraries. Already a series of brief biographies of these men and women has been planned, and the copy for one has actually been written. I hope that, as a matter of policy, the Association will not fail to carry this project to worthy completion.

A.L.A. PUBLICATIONS NEEDS NOT YET FULFILLED

By H. M. LYDENBERG, *Reference Librarian, New York Public Library*

SUMMARY. SECOND GENERAL SESSION

Although I was not limited by any stipulations that my suggestions should be financially possible, I realize that the activities of the Editorial Committee are dependent very largely on the amount of money available.

It is unfortunate, as some of us look at it,

that aside from the activities of the first few years of the A.L.A., the needs of the reference and college and university libraries have not had greater consideration.

The Publishing Board had to choose and we all of us agree that it chose wisely, but it is unfortunate that we have had to see so

many worthy enterprises go by with no official connection on the part of the American Library Association. When the *International catalog of scientific literature* was projected one of our most prominent members, one of our ex-presidents, was one of the American representatives and yet the Association saw that enterprise rise and flourish and die,—and very few words of support.

Miss Hasse's admirable *Index of economic material in documents of the states of the United States* was based on material owned by American libraries and was intended for use by people who turn to American libraries for information; but the enterprise was brought out by the Carnegie Institution at Washington and not by the A.L.A. When Miss Mudge and Dr. Johnston got out their index to *Special collections in libraries in the United States* we saw the work brought out by the Bureau of Education in Washington, and the American Library Association had, so far as I recall, no connection with it.

We have taken official cognizance, I am glad to say, of Prof. Teggart's suggestion for an International Catalog of Humanistic Literature, and I learned recently that we have appointed a committee to co-operate with the American Historical Association in revising that most useful tool, Adams' *Manual of historical literature*.

I have been asked to suggest some things with which we might have connection in the present or immediate future; and I have been asked to speak particularly with the needs in mind of the libraries having as their primary function the assistance of productive research; but I am going to make one suggestion that I think may appeal to the Association as a whole, and that is the production by the Association of an official year book or hand book or almanac,—call it what you please.

If we were interested in petroleum, or in the growing of pigs, or in photography, or in the iron or steel business, or in a dozen other commercial enterprises, we should have at the end of each year a record of our activities.

Each one of us issues a report each year, and those reports contain many interesting things about our work. But many of the

important things about our work they have to omit because they do not care to repeat year after year certain phases of information that all of us want to know. Now if we had some annual, giving the fundamental facts about the library, our organization, the source of our income, our objects, a skeleton outline of our administration, and then in brief compass the summary of our statistics, we should have a thing that would be worthy of the Association. And if you stop to figure the number of hours you spend on compiling questionnaires, and the number of hours you spend on answering questionnaires, not to speak of the postage expended in distributing them, I think you will agree that many of these efforts would be answered by such a compilation.

Now what are the things the reference libraries need most of all?

We saw the Bibliographical Society of America issue some years ago (without any connection with the A.L.A.) a very useful census of 15th century books owned in this country. We are now in a very fortunate position in this country so far as one important field of bibliographical research is contained. One of our members, Dr. Cole, is developing for the Huntington Library on the Pacific Coast what he calls his method of comparative bibliography, and as a preliminary to the editing and printing of the catalog of that wonderful collection he has sent out a list of books in the Huntington Library in English printed before 1640. Eventually that list, with its information about holdings of other American libraries in that field, will appear in the catalog of that library, but that appearance is some years in the future, and the distribution of that catalog, necessarily an expensive work and necessarily of appeal to few, will not be extensive; it will be limited.

In the minds of some of us the Editorial Committee and the Association could with great credit ask Dr. Cole if he would be willing to allow us to use the data he has thus collected as the basis for a preliminary checklist of the works in English owned in this country printed before 1640, and any of you who have to do with investigation in early English literature will, I think, recognize with no further suggestion on my part

the importance and significance of such a list widely distributed,—all we want is a checklist. The minute catalog with the bibliographical detail will come later in the complete printed catalog of the Huntington collection.

If any of you were asked by a reader where he could turn for further investigation in the field of unpublished material; if he said to you, "I have exhausted all the printed books that I can record in this country on this subject, but I am convinced that there must be manuscript material of important significance somewhere in the country," what would you say to him?

Why, you would have to reply, "There must surely be some manuscripts relating to that somewhere in this country. But there's no list of what our American libraries have in the way of unpublished manuscripts, and the only way for you to settle the question is for you to sit down and write to as many as you choose to select."

If the Association could undertake a survey of the manuscript resources of the libraries of the country, and publish that briefly—the productive scholarship of the country would be helped. The Carnegie Institution at Washington has given us its indexes and guides to American material in foreign archives, and the Archives Commission of the American Historical Association has given us its excellent guides to the official archives of this country; but we have no index, no guide, no help for the holdings of the public and university libraries.

The past few years have seen an interesting development in library growth. The use of the photostat and other means of cheap, accurate, rapid reproduction has led to a large multiplication of reproduction of manuscripts, and of printed books,—manuscripts that were, of course, unique, and printed books that existed in one or a few instances. We have been going at that in a sporadic fashion. The Modern Language Association of America has now a committee appointed to take stock of what we have done in these things, and I think that it would not be at all unfit if the American Library Association should offer to co-operate with the Modern Language Association on that point.

Now to turn to a different field. We have a committee appointed to compile a union list of periodicals. The periodical is the back-bone of any reference collection. If there is any likelihood that the Association can give that committee any financial help it would be appreciated; the committee is trying to raise \$36,000 or \$40,000 to finance it.

Mr. Brigham of the American Antiquarian Society has, in the Proceedings of that society, issued a very detailed record of the holdings of American newspapers before 1820; if we can continue that list for bound volumes of important files, with no detailed analysis, for the period since 1820, we shall have rendered productive scholarship another bit of help.

Take another phase of the periodical field: the chemists have their *Chemical abstracts*; the technologists have their *Guide to technical literature*, but they want what the chemists have. If the Association can see its way clear to assure the technical people that they can have a technical abstract they would be grateful.

Now take the field of art: the Association has, I am glad to say, a committee to consider the publication of an index to songs. I would extend that. If we can have an index to paintings, by subjects, and if we can have an index of these compilations of art topics, the galleries, so-called, the Petit Palais Gallery, the National Gallery and a dozen others, every one of you that does work at the reference desk will agree with me, I am sure, in saying that your work will be materially helped.

Attention to these needs does not mean lack of consideration of the needs of the smaller libraries. The needs are complementary rather than exclusive, and I know that none of us would in the slightest lessen the supply of oil or remove our sympathy from those who carry the torch of our profession in fields where the light is not appreciated and its need is not cared for. I do feel, however, that if you can cultivate a little more extensively and intensively the fields that surround the reference libraries, the harvest that results will give a good return both as to quantity and quality.

A.L.A. PUBLICATIONS FOR SCHOOL LIBRARIES

MARION HORTON, *Principal Los Angeles Library School*

SECOND GENERAL SESSION

Libraries are still in the dark ages, in spite of the fact that we have open shelves, generous rules for borrowers and publicity. Books are still chained because so few people know them in comparison to those who might know and love them. Librarians are responsible because we know that bibliography is the most fascinating pursuit in the world and yet we fail to communicate this belief to others. Library schools teach the joys of bibliography and in real life we make it peculiar, esoteric, impossible to share.

A reference librarian plans a travel program and does not give the club women a copy of *Viewpoints in travel*. The club women would adore this if they knew of it. It is as readable as any book of travel it describes. We have heard readers say with touching gratitude: "We never knew that catalogs or book lists were for us. We thought they were only for the librarians. Do you really mean that we can use them too?" Or a group of school librarians plans a list of science books. They have it ready for the printer before they discover that the Chicago high schools have already made an excellent list which would have made a good basis for their newer one. We could all multiply examples of such unnecessary duplication. We do not use the professional tools that we have made.

We admit that the tools are not always perfect ones; they are not always bright and they are not always sharp. It is improbable that a perfect bibliography will ever be made and we should guard against two common flaws. Often titles are copied without discrimination. We insert books again and again on different lists because they have appeared on some earlier list, not because we have examined them personally. We fail to suit our list to our readers and make the list either too austere or too mediocre.

We all know these things and it is a graceless thing to criticize, even in a family gathering like this one, unless a remedy can be offered. I have two very definite rem-

edies to suggest—that we have specialists to make our lists, and once made, that we use them. I have asked many high school librarians what lists the A.L.A. might publish and I have a long list of subjects that are urgently needed. It is amazing and encouraging to see that there is an even longer list of just such material on these subjects already available in different libraries. All school libraries have the same demands for outside reading, Chaucer, Shakespeare, twentieth century novelists, short stories,—and we are wasting our energies in trying to cover all these fields individually. A few excellent lists have been published. School libraries everywhere are grateful to Miss Wilson for her fundamental list and to Mr. Certain for his *Standards*, but how many people know that material on *Ivanhoe* has been published in the *English Journal* and on the *Tale of two cities* and Irving in the *Wilson Bulletin*? Most schools go on making lists for *Ivanhoe* and Irving and Dickens instead of using these and going on to new fields. We hear Dr. Burton talk about open mindedness and public spirit and the world attitude, but we fail to apply it to our own profession and go on as isolated units, provincial, parochial, self-centered.

The remedy is obvious. The A.L.A. should be the clearing house. We should send a copy of every list made to Headquarters. We should write to Headquarters before making a new list to see if anything has been printed on this subject. This might be expensive, but it is worth the expense. A specialist in bibliography should be a member of the A.L.A. Headquarters staff and a fee might be charged for the information exchanged. We do not trust the judgment of every one about books, but this specialist should know books and their use in different types of libraries and be prepared to promote the exchange of ideas as the Smithsonian exchanges scientific information. We should let teachers and club women and the everyday public use lists. We should share

our own joy in books through bibliographies. We should share our belief that a bibliography is not a mere list without a soul; it

is something more than author, title, imprint and collation. It may be an open gate, a winding road, a window into the infinite.

A.L.A. PUBLICATIONS FOR THE SPECIAL LIBRARY

By ADELAIDE R. HASSE, *Editor, Special Libraries, Washington, D. C.*

SUMMARY. SECOND GENERAL SESSION

I speak as a free agent; I have not wanted to speak in any way involving or implicating either the Special Libraries Association or its journal.

The question that came to me was, What can the A.L.A. do in the way of publications for special libraries? I thought about it a good deal, and I have come to the conclusion that at the present time the A.L.A. can do nothing in the way of publications for special libraries, for two reasons:

The A.L.A. has for too long, too consistently had the public library point of view. Now that isn't saying anything derogatory to public libraries. They have a great mission; they are doing a wonderful work but it is just a little bit different in angle, in aspect from that of special library work. Therefore, until the A.L.A. point of view verges around a little bit more to that of the distinctively special library work, the A.L.A. cannot do anything in the way of publication that will be of benefit to special libraries. Another reason that the A.L.A. at the present time—I don't say you cannot in the future, but at the present time—cannot do anything that would be of any great benefit to special libraries is that we do not know quite yet, all of us do not understand just what a special library is.

There is special library work being done in what we call public libraries; that is generally the community library doing special community library work,—notably you see it in Indianapolis and in Newark, in the business branches of those libraries. There are other community libraries doing special community library work.

Among the distinctively special libraries there are libraries whose work is very much like that of the general community or, as you call it, public library, i. e., those special libraries in plants and corporations, which

cater to the employees of the corporation, and whose work is more nearly like that which may be called special welfare library work, where the circulation is chiefly fiction or recreational literature, or literature of an educational nature, concerned with the particular work of the employee.

Another sort of special library is what we at the present time term the technical special library. It is that special library which is very closely associated with the executive staff, or, if there is a technical laboratory in the plant, with the staff of the technical laboratory. That is the distinctively special library. Now of those technical special libraries there is a very great diversity. There are, for instance, soap manufacturers who have a special library; the rice people; the brass people; the aluminum industry, and many others that I could name that are distinctively special laboratory libraries.

Of course the law libraries which are organized; the state libraries which are organized; children's libraries,—they are all special libraries, but they are provided for in their organizations.

There is one thing, one common feature underlying the work of all the so-called special libraries: they are information factories. Now get me! I am not talking about journals or pamphlets, or books. I am talking about information,—the specific fact. It may still be in a man's brain, it may not yet have gotten into print; it may be in typewritten form only. I am talking about information. The distinctively special libraries have this in common, that they are information factories. Now if the A.L.A. can do this for these information factories, if the A.L.A. can put the fact in factory, I say go ahead; then you can do something for special libraries.

If the A.L.A. could establish some liaison

body, that could go out and get into touch with what the employers of special libraries want and give them that, then the A.L.A. would be doing a great thing for special libraries. These employers are organized into great trade associations. Many of them have research committees and bodies, and laboratories. If you could connect with those employers, and give them what they want in the way of special library facilities, you would be doing a wonderful thing; but do not try to sell them what is not saleable, and that is method and procedure. Keep that for yourselves. Take that as a matter of

course. Of course we have got to be proficient in procedure and method, but do not try to sell it because it is not saleable.

As a matter of fact I think it takes a good deal of nerve on the part of the A.L.A. at this late date to ask what it can do for special library work, when there is a well-organized association, much younger than the A.L.A., attempting to do it,—doing what the A.L.A. has not done, maintaining a magazine of its own to serve its special interests, to get into touch as much as it can, with the employers, with the market of its constituents.

A.L.A. PUBLICATIONS FOR COLLEGE AND UNIVERSITY LIBRARIES

By ANDREW KEOGH, *Librarian, Yale University Library, New Haven, Connecticut*

SECOND GENERAL SESSION

The A.L.A. is predominately a public library organization. Its history, its membership, the papers read at its meetings, leave no doubt on this point. The existence of a College and Reference Section shows that scholarly things are not the Association's main concern. The establishment of a public library section would be considered absurd. This description of our organization is not only accurate in fact, but agrees with our professional theory, for it is the establishment and development of libraries for the people at large that is the outstanding characteristic of American library activity.

It is therefore proper that in the publications of our Association the emphasis should be laid on helps to readers in popular libraries. The \$100,000 gift by Mr. Carnegie as an endowment for publication stipulated that the income should be applied "to the preparation and publication of such lists, indexes, and other bibliographic and literary aids as would be specially useful in the circulating libraries of the country." The *A.L.A. catalog* of 1904 was characterized by Mr. Dewey as "the most important and valuable single book that could be made to aid in the great public library movement," and he defined the word *best*, as applied to the books selected for inclusion in that catalog, as meaning best for the general reader. The *Booklist*, which is in a sense a continuation

of the *A.L.A. catalog*, is meant to serve "particularly the smaller and medium sized libraries of the country." It is true that some of our publications are scholarly in character, but having little popular appeal they have a limited circulation, and must be published at a loss, or at least at a risk of loss. Our foreign lists, for example, while meeting a real need, cannot be sold in numbers large enough to pay the cost of production.

The college and university libraries are greatly interested in the provision of bibliographic aids of a scholarly character. The A.L.A. publications of this kind are much used in colleges, and most of them owe their existence to the collaboration of members of college faculties. Samples of similar bibliographies that might well receive encouragement and support from the A.L.A. are in the report made at Colorado Springs of the Special Committee on Publishing Activities. Another Carnegie should be found who would do for the scholarly libraries what he did for the popular ones, and if a large amount cannot be secured small sums might be had for specific purposes. The money should be used for the college rather than for the university. The college is for instruction, for the transmission of knowledge, for the understanding of the past and of the present. The university is for research, for the ad-

vancement of learning, for the widening of the bounds of knowledge. A bibliography for college use would be useful to a wide circle of readers outside college walls; one prepared for investigators would have an extremely limited appeal, either in or out of a university.

While waiting for the endowment we can stimulate the production of bibliographies by suggesting things to be done, by helping in the preparation and publication of them, and by using them and seeing that others use them when issued. We have done much by professional co-operation, but we should not fail to exploit for our profession the brains and purses of others. We may, for example, encourage the inclusion of bibliographies in masters' theses and in doctoral dissertations, and we may bring the best of them to the attention of private publishers, university presses, research organizations and institutions, trustees, and individuals likely to be interested in publication. Mr. Meyer's *Literature of Shakespeare* was prepared for the Drama League of America; Mr. Wells's *Manual of Middle English* was published by the Connecticut Academy; Miss Bartlett's *Mr. William Shakespeare* was published under the auspices of the Yale Elizabethan

Club; various lists have been published by the Institute for International Education. Current co-operative projects full of helpful suggestions are Professor Craigie's plan for a supplement to the *New English dictionary*; and the *Dictionary of American biography* proposed by the American Council of Learned Societies.

Scholarship funds might be used for the preparation of bibliographies, including the expense of investigation in other libraries, and for the publication of the finished work. The master's degree might be given, so far as a final thesis is concerned, for the calendaring of documents, for the making of digests or indexes of books of importance, or for a discriminating selection of books on a subject, with annotations giving the scope and limitation of each book, and references to others that correct or supplement it. The rare bibliographical dissertation that not only incorporates discoveries of importance, but by sound criticism throws light on disputed literary or historical or other problems, should receive the degree of Doctor of Philosophy. The Yale Graduate School is willing to give degrees for bibliographic work equal in quantity and quality to any other treatment of a subject.

A.L.A. PUBLICATIONS FOR POPULAR LIBRARIES

HOWARD L. HUGHES, *Librarian, Free Public Library, Trenton, N. J.*

EXTRACTS. SECOND GENERAL SESSION

In considering A.L.A. publications from the popular library point of view let us think for a minute who we are who man and "woman" popular libraries. We are the great bulk of the membership, the common people of the A.L.A. For the most part we are not library school graduates. We have "picked up" our profession mostly by experience, with much supplementing from library conferences, summer courses and from our professional journals and publications. Some of us practice our profession in large cities, but many of us work in towns and villages far from large cities, frequently in the lesser eddies along the great stream of human intercourse. The conditions of our daily work tend to spread our knowledge very thinly

over a vast number of subjects. We know a little about a great many things but not much about any one thing. We can hardly hope to be thorough specialists on any subject save the general one of making our "plant" of greatest value to its community. What then is our need which A.L.A. publications can fill?

Our need is for the abundant help of specialists, the help of those who have worked rather thoroughly some special field of our profession. A.L.A. publications consequently are of the greatest value to us when they enable us to gather the fruit of our specialist colleagues' work, when they enable us, not specialists, to render to our patrons service based on the work of specialists.

The general principle that we expect our A.L.A. publications to follow is that they shall at all times give us the latest and best practice and advice that our profession knows, and that they shall always be plain, practical and to the point.

In a few minutes it is impossible to single out each A.L.A. publication and to suggest our reaction to it. Only by the most general grouping can they be discussed. We would place first, in a group by itself, *The Booklist*. We know it best and use it most. We sometimes find fault with it, we do not always accept it as gospel but we cannot and would not do without it. And we are impressed at all times with the open-minded desire of its management to improve its usefulness.

Next come the chapters of the *A.L.A. manual of library economy*. They have value for us all from the student in the training class to the chief executive. We hope that it will be found possible to keep these chapters more up to date. Closely akin to the *Manual* are certain buying lists, the library economy pamphlets and the cataloging helps, to many of which we acknowledge much indebtedness. If we single out any it would be the Kroeger-Mudge *Guide to the study and use of reference books* and the two lists of subject headings. We acknowledge also our delight in the helpful *Viewpoints* series. Incidentally we shall welcome a revised edition of the Adams' *Manual of historical literature*, and the new *A.L.A. catalog* and a summary of statistics every year as advocated by Mr. Lydenberg.

The remaining A.L.A. publications we can consider as a group. I have in mind the various popular lists intended principally for general distribution. Some have been compiled at Headquarters while others have appeared first as the publications of individual libraries. The present management is evidently well disposed toward this type of publication and properly so. The theory, of course, is that after an individual library or librarian has gone to the trouble of preparing a special list, the advantage of this work may be passed on to the rest of us at the bare cost of printing, saving both the work of compilation and the original cost of type composition. Each list also represents a cer-

tain amount of specialist service. Personally I believe the theory is excellent and the practical results of it generally commendable.

It is difficult to trace the real value of such lists. I might renew an old suggestion that the failure of some of our lists is due to faulty methods of distribution. We are content to place a few copies on the counter where at best only our regular customers get them when they ought rather to have gone out into the highways and byways. We might style such lists "bird-shot" publicity. We shoot a lot of it realizing beforehand that only a few shots will hit. An unusual example in my own experience was the circulation of two hundred copies of a list entitled *Technical books of 1921* selected by Mr. Hendry. We believe we have traced fifty requests to these two hundred lists, an unusually high proportion.

Perhaps as individuals we never agree entirely with a list selected by someone else, but we should make some allowance for differences of opinion. As a general principle such lists should be compiled with greatest care and, as often as possible, with the assistance of a broad-minded specialist. They should in general be selective rather than inclusive. They should also be both attractive and dignified.

The latest efforts of the Committee, the reading courses on accounting and journalism, deserve a trial. The selections are excellent and they are attractive in form. I do not agree, however, with one of my friends who lays considerable emphasis on the fact that they are booklists in disguise. My experience does not suggest the need or the value of disguise in a booklist and I personally would have preferred the titles summarized at the end of the pamphlet or brought out more strongly in the list. It remains to be shown whether this new style of reading course is any improvement over our accustomed annotated list.

In closing may I suggest that we owe it to our professional organization to support its publishing activities as far as we consistently can, and, at the same time, to criticize its every effort with the utmost frankness and freedom.

THE LOUVAIN LIBRARY

By WHITNEY WARREN, *Architect, New York City*

SECOND GENERAL SESSION

When Cardinal Mercier visited this country directly after the armistice to thank us for the aid we had given Belgium during the war, we Americans, filled with joy at the thought that slaughter was ended, asked him what we could do for him and to further help Belgium. He replied, "I do not see how we shall ever be able to rebuild the Library of Louvain, so miserably destroyed." He was told to worry no longer, to consider it an accomplished fact, that America claimed the privilege of re-building it. This promise was received with joy and published to the entire world.

Cardinal Mercier claimed that apart from its utilitarian side, such a monument would possess three-fold virtue—First, it would carry with it a warning, acting through coming ages as a spiritual barrier across the road, that road of terror, that road of sorrow on which the barbarian of the North has traveled again and again, sowing destruction along his path of ruthless invasion. It will stand, eternally, as a sentinel, whose answer to the enemy's challenge will be that of Nivelle at Verdun, "Thou shalt not pass," and countersigned, "America!"

Second, it will be the consecration by America of the sacrifice made by Belgium in 1914 when instead of permitting the mighty aggressor to trample her underfoot, she fought, step by step, until her little army was virtually pushed off its own territory.

Third, it will be the memorial in Belgium to those Americans who volunteered and gave their lives, with their Allies, that the words honor and liberty might not become obsolete.

The library at Louvain must be replaced. It was the storehouse and the work room of a great university, a university which for five hundred years has been a center of learning which had contributed great scholars in anatomy, in mathematics, in philosophy and theology. It is the life ambition of Cardinal Mercier to see this building erected. He is no longer young and every day and every week that we hasten will aid to increase the

happiness and the satisfaction of that great personality,—I venture little in saying the greatest personality revealed to mankind by the war.

This library, like all libraries, consists of a building and of books. The books are pouring in to Louvain. They are pouring in by gift from America, by gift from France, by gift from Great Britain. They are pouring in under the terms of the treaty by which Louvain has the right to select from German collections, bit for bit, of some of the more distinguished and monumental treasures that were destroyed by fire and the overthrow of the building. But there is no place in which to put these books. They are housed temporarily in garrets, in cellars. Half of Louvain itself was destroyed and there is no place to put them. They remain in the boxes in which they were shipped from New York, from London and from Paris. By almost every post comes a cry from Louvain—"Can't you hurry up in order that we may have a place to put our books and set our students at work?"

There are only two ways in which this building will ever be erected. The one is by a few large gifts from men and women of great wealth. The other is by hundreds of thousands of small gifts that represent the conscience, the idealism, the deep intellectual sympathy of our whole people. Surely the second is the better way. We should have the deep feeling of satisfaction that we ourselves have restored Louvain!

Alone in our preparatory schools, colleges, and universities, there are over one million students, so that if each institution will put its shoulder to the wheel and subscribe its quota of one dollar per student, the sum needed to complete the structure will be obtained without great hardship to anybody, especially in view of the fact that the payments may be made to extend over a period of two years, as the building cannot be finished before the spring of 1925 which is the 500th anniversary of the founding of Louvain.

This is a matter which should also interest the great storehouses of learning of this country—the libraries. It is because of the encouragement received spontaneously from the New York Public Library that I am addressing you in hopes that you may find the object a worthy one for your interest and encouragement. It will perpetuate your admiration for those of your staffs who volunteered and sacrificed themselves in 1918.

In order to realize this project the Committee must depend upon the enthusiasm of

all of us. If we decide it is worth while to perpetuate in stone in Belgium the principles for which we fought from 1914 to 1918, nothing can stop its realization, and its significance will be limitless; but to accomplish this we must sow the seed of our enthusiasm, and preach the gospel far and wide that this is the righteous and wise thing to do; and, as an inspiration and help let us keep before ourselves our reward, which is that it is not a duty but a privilege, and a joy to work for that great soul—Cardinal Mercier.

COPYRIGHT AND THE PUBLISHERS: A REVIEW OF THIRTY YEARS

By M. L. RANEY, *Librarian, Johns Hopkins University, Baltimore, Maryland;*
Chairman, Book Buying Committee

SECOND GENERAL SESSION

We are here to consider a copyright measure introduced (by request) in Congress April 28 by Mr. Tinch, of Kansas (H. R. 11476). Its titular author is not committed to it and has yet to make the necessary studies for the determination of his own attitude.

The bill's putative origin is the so-called Authors' League of America. "So-called" I say, for such copyright organizations in America have always been but parade bunting hung on publishing fronts, to be discarded after parading was over. The reason for such carnivals when the legislator comes to town is a little lone paragraph in the Constitution of the United States which says not a word about the manufacturers and sellers of books, but speaks only of authors and their public. Thus runs a part of

ARTICLE I, SEC. 8. The Congress shall have power: To promote the progress of science and useful arts, by securing, for limited times, to authors and inventors, the exclusive right to their respective writings and discoveries.

The old time publisher has a poor opinion of that subsection and a worse one still of its English mother, the Statute of Anne. He would amend it if he could, but there is not the slightest chance. Copyright legislation remains the concern of authors and their public. As a class, however, authors are a timorous folk and slow to unite, while the public, in Mr. Roosevelt's lament, will not

take its own part. Rarely, therefore, has either of these principals functioned constructively in drafting the measures definitive of their relations. In the one great historic instance of their conjunction, above noted, the publishers lost perpetual monopoly, and author's copyright was won. That eclipse of 1710 will never be forgot. But while the sceptre had passed from Stationers' Hall, the role of Warwick remained ever a possibility. And so, what with the diffidence of authors and the confusion of the people, publishers, busy and indeed indispensable scribes that they are, together, in the United States, with the printers, have played conspicuous parts suggesting claims and formulating terms.

The present bill is no exception. The typographers announce their willingness to forego an (unproductive) privilege—for increased tariff protection. Two publishers draw up the stipulations, and the document is taken to Washington by the secretary of the Authors' League. The measure has great capabilities for good, but the zealous scribes could not forego the temptation of slipping in a clause to the fattening of their own pockets at tremendous cost to the public and no advantage to authorship—"not emphasized by authors," as they once expressed it. Will the people's representatives sign? If the past is any criterion, they will not, for the publishers have essayed such a rider four other times in the past thirty years, and suf-

ferred four defeats—two on the floor of Congress, two in committee.

What is the proposition, so sponsored?

The bill itself has the worthy purpose of qualifying the United States for membership in the International Copyright Union, from which, save Russia, we are the only conspicuous absentee among powers of the first rank. We do hold place in the Pan American convention, founded on the same general principles, but our literary relations are much more intimate with Europe, especially Great Britain because of common language, than with South and Central America. We should without question enter the larger fellowship also, as Brazil has set out to do.

The fundamental principle of this association (called Berne Union from its place of birth in 1886) is that copyright once secured in any Union country has validity, without further formality or cost, throughout all the countries of the Union.

From this family of nations we have been barred for thirty years because of a provision in our law, known as the "manufacturing clause," which denies copyright to the foreigner unless his book is made here. This was the price paid the printers in the Act of 1891 for any protection at all to foreigners other than resident here. Previous to that, literary piracy was legalized and constituted the national sin, for the remission of which a host of men and women of high repute in and out of Congress struggled for a half century before attaining any degree of success.

It is but fair to say, however, that in this particular the United States were but following European precedent. Our first federal act, which established the nation's policy for a century, was passed in 1790. This was three years before France set the precedent of granting, irrespective of residence or nationality, copyright to anyone publishing a book on her soil, though in 1852 she took a longer lead by decreeing against republication (though not against performance) of works first published abroad, without regard to reciprocity. As for Great Britain, her law was not superior to ours when the famous petition of fifty-six British authors was presented to the Senate by Henry Clay

in 1837. It took a court construction of 1868 to establish the applicability to non-residents of the Act of 1842, which allowed a book first published in the United Kingdom (England, Scotland, Wales, and Ireland) to bear copyright throughout the British dominions, while it was not till 1886 that such protection was given a book first published elsewhere in those dominions. And even since 1887, when the Berne convention went into effect, it must be remembered that an American author, to attain copyright in the Union countries, must publish there first or simultaneously, just as much as a British author must since 1891 do in the United States to get legal protection here. Publication twice in each case is necessary.

Finally, in the interest of fairness and sound action, let it be clearly recognized that American publishers cannot nowadays be charged with the habit of pirating foreign authors' works as was true before the Act of 1891. There is no National Sin crying out now for expiation. A very striking proof of this lies in the fact that, though English authors can since 1891 get under our law by publication here, less than one per cent, according to a published statement of the Register of Copyrights, have felt the necessity of doing so.

So that, while the nuisance of double publication should be abated, public law substituted for private agreements, and the temptation to Canadian retaliation removed, yet the international situation is not such as to justify the purchase of such advantages at any price. There is abundant time for deliberation, and the opportunity for action alike uncompromising and distinguished. In such unhurried and critical temper, we may now pass from the bill itself to an examination of Sinbad, the Publishers' Rider.

The proposal is that with the repeal of the manufacturing clause shall go another, viz., revocation of everybody's right to acquire a foreign book from any source except the publisher of its American edition. No matter how shoddily the reprinter might do his work (and there would be no object in a reprint, except a cheaper one), he would thereby gain monopoly of all originals shipped here, and could charge at his pleasure. But

this is to state the case in its most innocuous form. Printing here would not, under the new conditions created by this Act, be requisite to the establishment of an American edition. The foreign original might be made to serve the purpose. Three words—Copyright, John Smith, 1922—behind the title page of two such copies, when registered and deposited in Washington, would constitute an American edition. The Register of Copyright would not ask whether there were any more like these. All dealings must be with the new owner, under the dire penalties of infringement. The inscription of the magic words would be a matter of arrangement between the jobber here and the publisher there, or between the east and west sides of the same house.

The first beneficiary of this scheme would be the international publisher. Through our membership in the Berne Union, all his European issues would automatically have the protection of our laws against piracy, while only compliance with the simple formalities above mentioned, with payment of a dollar per title, would be necessary to qualification as publisher of an American edition. We could not then order such London books from London agents, but must deal instead with the New York house and pay its prices or do without. What those prices would be is not a matter of conjecture. For example, one half the titles handled here by The Macmillan Company are importations; that is, books not printed or reprinted in the United States. The average rate at which they are priced on this side is 38.3 cents a shilling (which has an actual value at present of 22.5 cents). Now, as always heretofore, a buyer, whether individual or institution, can escape such charges by importing from England. The rider to subsection (a) of Section 6 would block that escape, and exact the higher toll.

The second beneficiary would be the importer of books from countries with broken down currency, especially Germany, and to a less extent Italy and France. What a harvest awaits the copyright manipulator in this field. The German mark has fallen to about one-sixtieth of its ante bellum value,

but the domestic price of books has increased but five fold. Under the rules of the trade, enforced by the Government, this price is trebled in sales to most foreign countries, including the United States. Even so, that has made German books cost us about one-fourth as much as in 1914. For the profiteer, who is already finding a way to operate, here is a golden opportunity, through employment of the American edition fiction, to double or treble the price of sure sellers—which will mean the first rate manuals of science and philology exploited at the expense of American investigators and students.

From the operations of this pair, the bill provides six exemptions—the Government, the blind, the traveller, imported libraries, whether bought en bloc or brought in by the immigrant, foreign newspapers or magazines, and the imported originals of English translations copyrighted here. In this line of eight beneficiaries, one misses two faces,—the author, who gets not an added penny, and the general public for whom his work is done. These two would like to meet. The Constitution would have them do so freely. This bill says they may, provided the buyer is a Government official, or bereft of eyesight, or content with a periodical, or has the money to take a trip to Europe, or to buy a whole library at once. But the searcher after truth in study and laboratory, the cultivated reader at home, the impecunious student who has not the price of an ocean voyage—they will pay heavily for the meeting, if the rider reaches his goal. The profiteer in foodstuffs for the body is held in execration. What more can be said of him who would corner the supplies of the brain?

And so, if the rider pulls rein at the White House, it will come to pass that librarians and bookbuyers of every degree will go very charily about their foreign acquisitions, for the penalty of a misstep is ugly. Never knowing what the registry of copyrights in Washington might show, they will in every instance first inquire whether some monopolist has beat them there. Is it thus we shall "promote the progress of science and useful arts"?

History of the Project.

This offering of the publishers is not a new one, though the law of other countries knows it not. By it they attempt to retrieve one of their two historic defeats of the past thirty years—the first, suffered in the Act of 1891 when victory by ambush seemed certain till a month before the Session's end. Senators Sherman and Carlisle discovered the stratagem and plucked the invaders; the second, suffered in three successive adverse verdicts in the Supreme Court of the United States, in 1908 and 1913. As both these contests were waged in adherence to false theories of copyright, it is well to review them.

Copyright is the exclusive privilege of multiplying and first disposing of literary and artistic works. It is not a natural right, but one fixed by statute, as all rights in human society are. A natural right would be an absolute right, but absolutism is dead; one has not an absolute right to life itself. A criminal may be sentenced to death and a patriot yield his life at his country's command in its defense.

This grant is of distinctly modern origin and its entire development can be traced. The idea was unknown before the invention of printing, though there was a lively manuscript trade during the Middle Ages and copyists abundant—no less than 10,000 in Paris and Orleans alone, it is said. By the end of the sixteenth century it was coming to be seen that if authorship, with its attendant advantages to the public, was to flourish otherwise than at the precarious pleasure of wealthy patrons, the author should for a limited term have the monopoly of production and sale. It was a national affair, however, the foreigner was not recognized, and the native author was protected against importation of the foreign reprint. Such was the typical situation in the United States when in 1891 Congress concluded at last to grant the foreigner copyright if he had his book made here. The publishers lay low, thinking to draw the old non-importation clause to prevent the customary sale of the original which they would then undertake to reprint under American copyright. While there is good reason to suppose that the at-

tempt in court to prevent importation for use as against sale would have failed, yet the threat of such litigation might have proved a deterrent to libraries especially. So after mature deliberation, involving a distinguished Senatorial debate, Congress passed the Act with a specific proviso insuring to institutions and individuals the continued right of importation for use, though restricted to two copies.

This decision greatly upset the publishers and they have made repeated efforts at its repeal, the present being the fourth in thirteen years. It is not generally known that they tried it twice during the war—Jan. 8, 1915 (H. R. 20695), and Jan. 27, 1916 (H. R. 10231)—when public attention was focused elsewhere, but these bills did not emerge from committee, since the American Bar Association's Committee on Patent, Trade-Mark and Copyright, under the chairmanship of R. H. Parkinson, of Chicago, was awake and made efficient protest.

Their most ambitious drive, however, came in connection with the Act of 1909. This campaign really ran over nearly a decade. Learned counsel was employed, and elaborate preparations carried through. On May 1, 1901, the American Publishers' Association and the American Booksellers' Association, recently formed for the purpose, put into effect a joint pact placing most classes of books on a net basis, except for a discount of ten per cent to libraries.

Article III of the Publishers' program ran as follows:

That the members of the Association agree that such net copyrighted books and all other of their books shall be sold by them to those booksellers only who will maintain the retail price of such net copyrighted books for one year, and to those booksellers and jobbers only who will sell their books further to no one known to them to cut such net prices or whose name has been given to them by the Association as one who cuts such prices, etc.

The Booksellers, on their part, voted "not to buy, not to keep in stock, nor to offer for sale, after due notification, the books of any publisher who declines to support the net price system"; to expel any member reported by any three of his fellows as having had commerce with a denounced publisher; to

refuse such expelled member or a denounced dealer all discount.

Here was an agreement to destroy the business of anyone who refused an oath to support whatever retail price a publisher might set and join in punishing those who did not. Here was plain combination in restraint of trade. One need not necessarily condemn maintenance of price in order to condemn the coercive methods here employed. The defense lay in the nature of copyright as a monopoly, which was alleged to place the proprietor beyond the reach of anti-trust laws, and as sole vendor to control resale.

Two results followed swiftly. First, libraries found their prices advanced about twenty per cent. The American Library Association, joined by the National Education Association, protested. Second, R. H. Macy & Company, blacklisted and blockaded for retailing at \$1.24 a net copyrighted \$1.40 novel, purchased by them at forty per cent discount, brought suit Dec. 3, 1902, against both Associations and others. On Feb. 23, 1904, the New York Court of Appeals declared the combination illegal so far as it sought to control uncopyrighted books. In March the agreement was changed to cover copyrighted books only, and two publishers instituted suits against Macy's shortly afterward. The Bobbs-Merrill Company printed, under the copyright notice of *The Castaway*, the following in each copy: "The price of this book at retail is one dollar net. No dealer is licensed to sell it at a less price, and a sale at a less price will be treated as an infringement of the copyright." Macy's price was \$.89.

Scribner's sought to attain the same end by printing in their catalogs and bills the following notice: "Copyrighted net books published after May 1, 1901, and copyrighted fiction published after Feb. 1, 1902, are sold on condition that prices be maintained as provided by the regulations of the American Publishers' Association." In both these instances, the attempt was being made by reason of copyright monopoly to impose by notice a retail price on a dealer with whom there was no privity of contract.

The United States Circuit Court, Southern

District of New York, found for Macy's July 11, 1905, and these verdicts were affirmed June 16, 1906, in the United States Circuit Court of Appeals for the Second Circuit.

This sequence of events is of the greatest significance to the case which we have in hand today, for it was in June and November, 1905, and March, 1906, that the three conferences to lay the basis for a bill "to amend and consolidate the acts respecting copyright," as requested by the Chairman of the Senate Committee on Patents, were held. The publishers swarmed over the place, for here was the chance of a lifetime to win in Congress a battle they were losing in the courts. Despite the substantial labors of the Copyright Officer, an amazing strand of privileges, filched from author and public for the aggrandizement of the publisher, was woven into the fabric of the draft. Here they inserted absolute prohibition of importation unless with the reprinter's consent. Continued control after sale was covered by this astounding clause:

That the copyright secured by this Act shall include the sole and exclusive right: (b) To sell, distribute, exhibit, or let for hire, or offer or keep for sale, distribution, exhibition, or hire, any copy of such work.

A purchaser could not even show a book he had bought, let alone sell it at will, unless the publishers gave written consent, and a violation would incur the fine or imprisonment fixed for infringement.

And there was much else of the same ilk.

So deftly, however, was the work done by counsel and so assured the client's manner that the Congressional committees were at first taken in and spoke for a brief space the approved patois of the publisher. The trend of events thereafter cannot more certainly be gauged than by reading side by side the two reports of Chairman Currier dated respectively Jan. 30, 1907, and Feb. 22, 1909. The primary rights of the public were the keynote of the latter. His eyes and those of the Senate Committee, which also adopted it, had been opened by the pleas of the American Library Association, and the Library Copyright League, organized for the purpose by W. P. Cutter, but especially through the appearance of a brilliant protagonist of the cultivated reader, at the Hearings of March,

1908, in the person of William Allen Jenner, a New York lawyer, speaking in his own name. Mr. Jenner had already got the ear of Congress by the private publication in 1907 of a masterly analysis of the bill entitled *The publisher against the people, a plea for the defense*, to be followed after the Hearings by *The octopus*, similarly issued. Under his penetrating probe, the proceedings broke up and turned into a general rat-hunt by all aboard. At the end, the importation right was back where it ought to be, the disposal section resumed its traditional tenor in the grant, "To print, reprint, publish, copy, and vend the copyrighted work," and many other nests were cleared out.

One last stand was yet to be made. The Supreme Court on June 1, 1908, had affirmed the lower court decisions in the Bobbs-Merrill and Scribner cases, even though in January, 1907, the publishers had changed their "agreement" to a "recommendation," without, however, altering coercive practices. Thus the publisher could not by mere notice limit the price of resale, nor after the first vending exercise any further right. The final drive, made at the critical Hearing of Jan. 20, 1909, was in the effort to insert the following clause:

That subject to the limitations and conditions of this act copyright secured hereunder shall be entitled to all the rights and remedies which would be accorded to any other species of property at common law.

Here again appeared Mr. Jenner for the public, joined by Mr. Parkinson, who, as

already seen, was still keeping his vigil in 1916.

This clause was to revive an old claim of the Stationers' Company of London, which, under the aegis of the Star Chamber, carried so high a hand for a century and a half from its charter in 1556. Since 1710 when the Statute of Anne, the first copyright act, went into effect, all copyright in published works has been statutory. So finally decided the House of Lords in 1774. In this spirit the American Constitution was written and the Act of 1790 so construed by the Supreme Court in 1834 and repeatedly since. The effect of the clause would probably have been to upset the Bobbs-Merrill verdict. It failed, and the bill only when so amended was signed by President Roosevelt on the last day of his second term in 1909.

The end of the American Publishers' Association came in 1914 with the payment of \$140,000 in damages following the third unanimous verdict of the Supreme Court Dec. 1, 1913, in favor of Macy's.

And now after all this history, with the fate of its sire full before its eyes, the young National Association of Book Publishers, our nativity greetings hardly dead on the air, dashes up on the old steed, with the prettiest trappings the best copyright saddler in America could give him, determined once more to stay the free flow of the world's thought our way, thus begging American art, science and scholarship to fill a private till.

COPYRIGHT—REPLY TO DR. M. L. RANEY

By FREDERIC G. MELCHER, *Executive Secretary, National Association of Book Publishers*

FOURTH GENERAL SESSION

I have asked President Root for the opportunity to make reply to Dr. Raney's discussion on copyright in an earlier session, not so much to argue the details of the Copyright Bill as to criticize the spirit in which his comment on the book-trade was offered.

His speech was called "A Primer of Copyright." This suggested to me, while being delivered, the following paraphrase of Kipling's well-known verse:

"If the book-trade were as here it seems,
And not the book-trade of my dreams,
But only intrigue, graft and taint,
If the book-trade *were*,
But—the book-trade ain't."

Like Mayor Hylan in his attitude toward the transportation interests in New York, Dr. Raney believes that all who have had to do with copyright from the publisher's angle are

to be under suspicion at every turn and ranked with the sinister interests.

In order to paint the publishers in darkest colors, it seemed necessary in his argument to explain the Authors' League's connection with the Bill. This he did by stating that the Authors' League was but parade bunting stretched out in the publishers' interests, to be taken down when the issue was over. This unfair and inaccurate criticism of the Authors' League is entirely out of agreement with the facts as known to all. The Authors' League is a large independent organization with an effective record, and no publisher is on its committee. In the preliminary work of arranging for a revision of copyright, the hard work was done by Eric Schuler, secretary of the League, who should be given all praise, and the first draft of the Bill was drawn by the attorney of the League.

The inaccuracy of the statement that the publishers molded the new Copyright Bill is shown by the fact that three out of the four principal workers in the drafting of the Bill were not publishers at all. One of Mr. Raney's friendly little references to the people who did this work is in one of his letters where he refers to Major Putnam and Mr. Bowker as the "Gold Dust Twins" of copyright. Perhaps I will accept that reference, because, if it comes to copyright matters, these men have done the hard work and they have done clean work.

Lest it be considered that there is something eccentric in believing that the present Bill has been drawn with an attempt at justice to all parties, it should be pointed out that after very careful examination, Dr. Röthlisberger, Secretary of the Berne convention, approved the phrase under criticism, and in fact said that he had suggested the same solution to the Canadian Legislature in a comment on the new Canadian law. Dr. Raney seemed to believe that the publishers do not like the reference to copyright in the American Constitution, but this point in his argument did not seem clear. Publishers are not mentioned in the Constitution, neither are booksellers or libraries, and the Copyright Bill is merely intended to give all parties their proper protection in order that the author and public may be well served.

In a recent letter to our office, Dr. Raney wrote: "As to the washing of dirty linen, my reference was to the necessary review of the record of the American Publishers' Association, which, in its struggle for monopoly, suicided to escape the gallows. To me that is dirty linen, but if it is shoved under our nose we will wash it." This he has presumably attempted to do in his brief history of the American Booksellers' Association and the original American Publishers' Association in their attempt to put stability into the American book distribution machinery, by finding some method of standardizing prices. If that is a culpable effort, the publishers cheerfully take the responsibility. Everyone in this audience who is familiar with book-trade conditions twenty-five years ago will know how necessary some such action was. Bookstores were blinking out under pressure of cut-throat competition and new ones were not starting to take their places. Certainly there was nothing for author or public to gain from such a condition, and it is worth recording that, although the effort finally came to a legal disaster, the atmosphere was clarified during the discussion and that, in spite of the cost, the effort was worth making. If legal defeat is a proof of sinister intent, then those who have been favoring the Child Labor Law in Washington should also be under fire.

Dr. Raney has a good deal to say about monopoly, as if that very word proved that there was a plot against the public. He should keep in mind that the very essence of copyright is monopoly and that, as authors continue to need publishers and seek for them, and, as probably half the books published are conceived in publishing offices, monopoly is a necessary part of the situation. Libraries on their part have monopoly, even though bookstores do not. Authors sometimes avoid having publishers, but it has not yet been claimed that they find advantage in the other system. Nine-tenths of the books that libraries buy—probably more than nine-tenths—are of American origin and their copyright gives some publisher a monopoly. The justice of this has not been questioned in Dr. Raney's report.

It should not be forgotten that it may

matter to the author whether the book is bought in the English edition or bought here—the author's income does not depend upon the percentage he gets on one sale but on the total number of sales. If an English author can get five times as many sales in this country by having a publisher actively interested in his success, he is better off than if a small number of orders came from those libraries most actively following the English announcements. This curtailment of the English author's opportunity is just what this "buy in England" campaign brings about. The owner of a patent in the American market does not suffer competition from the same machine made in England. The purchaser of the dramatic or movie rights for the American market does not suffer because of importations. But the American publisher is questioned because he argues that it is better for all hands that there be someone with full authority to promote a given item in this area.

We should not forget that American authors also are anxious to get substantial hearings in England, and that these hearings are obtained by an English publisher's promotion and not by casual hearings of a few copies going to that country.

That authors appreciate the importance of having the undivided support of publishers and do not stand suspicious of every business house is shown in a recent signed statement by a group of English authors, who, in commenting on the situation that developed in connection with Tolstoi's works, maintained that no author could get a proper hearing without a publisher and that "it is practically impossible to engage modern capital in publishing or any other enterprise without property rights."

Just what the Bill provides in the way of free access to the other markets for the libraries should be noticed. Only books in English fall under this restriction, and only those books in English which are registered at Washington by an American publisher as

having been duly published in this country. These might perhaps be ten per cent of the English publications at the most. The book thus being registered, the library can still obtain the English edition by filing its request with the American publisher, and if the publisher does not acknowledge and file the order within ten days, the library can order direct. This English edition would be supplied by the American publisher at a price equivalent to the English price.

At a hearing before the Senate Committee last December, Dr. Raney gave figures showing the comparative cost of twenty-five books in England and America. These prices, he stated, were supplied by a western library of fifty thousand volumes. Investigation proved that while the English prices were so supplied, the American prices had been obtained by Dr. Raney by writing to the individual publishers, who on such orders quoted the books at ten per cent off, plus postage. This figure would constitute about as high a price as could be given in any showing, with the natural result that the comparison was as bad as possible. Certainly there is nothing in the present discussion of one small phrase of an important Bill which need lead to arguments of such a nature.

The new Bill has the approval of the leading world authority on copyright, the friendly comment from England and Canada, and has had the advantage of being drafted by four recognized experts in copyright law. Under the circumstances, the publishers are surprised at an attack of such bitterness on their standing. American publishing is making good strides forward in the character and variety of books and the ability with which the needs of this great market are met. In fact, the publishers take pride in being publishers, as they also take pleasure in their relations with all groups who have to do with book distribution. I wish to say finally in the phraseology of Christopher Morley that "We may be inept, but we are not sinister."

LIBRARY RECRUITING

JUDSON T. JENNINGS, *Librarian, Public Library, Seattle, Washington;*
Chairman, Recruiting Committee

THIRD GENERAL SESSION

I think you will agree that the most important single essential in successful library development is a trained, enthusiastic and competent personnel.

We may bring about the enactment of comprehensive library laws. We may be able to secure appropriations more or less adequate. We may build beautiful and convenient library buildings. We may fill these buildings with well chosen books, but unless we also secure an ample and continuous supply of competent librarians our libraries will not progress and will not justify their existence. In fact, if your librarians are not of the right sort your library laws will not be well framed, your buildings will not be well planned and your books will not be well chosen. In other words, the important element in library work is the human element. Mr. Dana has said that "A library is good only as the librarian makes it so." Perhaps it was the same gentleman who said "A library is 75 per cent librarian."

Now I think you also will agree, from your own experience and from what you have heard of the experience of others, that we still face a shortage of competent library workers. The library schools are unable to supply the demand for trained people and librarians find it impossible to secure satisfactory helpers.

Putting together, then, these two points of agreement, first, the importance of the human element and second, the shortage of the human element, it would seem that something should be done.

The most logical first step would be a diagnosis to determine the cause of the shortage. There are undoubtedly many reasons, but to my mind three causes stand out in bold relief as of sufficient importance to justify study and action. These three causes are as follows: First: Inadequate salaries. Second: Not enough library schools. Third: Lack of knowledge on the part of the general public as to the nature, opportunities and demands of library work. A slight amplifi-

cation of these three causes will constitute this paper.

Let us take first inadequate salaries.

Why do we need to recruit? Do other professions and occupations find it necessary to recruit? We do not hear of recruiting for the medical profession or for the legal profession. Is it not because compensation in those professions is adequate? On the other hand, we find that the United States Army and the United States Navy carry on active and continuous recruiting campaigns. The very word recruiting suggests army and navy. Compensation in these fields is inadequate. Therefore, we advertise, "Get an education while you work," "Join the Navy and see the world." The inadequacy of library salaries has been emphatically brought out in many of the letters received by the Recruiting Committee. Extracts from two of these letters will suffice to show the feeling on this subject among those who are not librarians. The following is from the vocational secretary of a large state university:

However, it is not a question of finding people who are interested in that line of work, but finding people who are willing to make the sacrifice that work in that line entails, due to the low salary schedule.

You will pardon my apparent intrusion into the work of the committee, but it would seem to me that they should concentrate first on raising their salary schedule, then the problem of recruiting workers would probably disappear, and at the same time there would be the additional advantage of having the type of person attracted to the profession of the high quality which you unquestionably desire.

The other is from the president of a small college in the Middle West:

Your circular letter of February 28 asking help in recruiting students for library work is in my hands.

Some three or four years ago one of my daughters took the librarians' course at one of the largest state universities in the United States. The following summer the university asked her to come to them to do substitute work during the summer session. She went and at the close of the summer, the uni-

versity offered her a permanent position in the library but at a salary less than half of what she got the year before as a high school teacher.

After reading your letter I wondered whether or not the meager salaries paid for workers in libraries would not account in large measure for the small number of college and university students who train for librarianship.

A college cannot very well urge its students to go into training for library work when the salaries are so small as compared with other lines of work.

I am glad to note that the A.L.A. has appointed a committee on salaries and I am in hearty sympathy with the program outlined in their report. The work of the A.L.A. Recruiting Committee will be reduced almost in the same proportion as the work of the Salary Committee is effective.

We must overcome the modesty of librarians on the salary question, we must cease to regard library work as missionary work and we must educate library trustees and city councilmen as to the qualifications demanded for librarians and the compensation required. We can still be modest but not unbecomingly so, and we can still be missionaries but well paid ones. To educate city councilmen is another matter and would perhaps require another special committee, but as a library colleague of tender memory once said regarding barbed wire fences, "These can be overcome or underwent." We must in some way reach the point where librarianship shall not be characterized as "good fun and low pay."

The second reason mentioned was that there are not enough library schools. The more important of these institutions are included in the Association of American Library Schools. There are in this group 12 schools located in only 8 different states. Forty states have no full fledged library schools of approved standing. To secure training in one of the best schools residents of these 40 states must go far from home at considerable expense. In many cases this expense is prohibitive and we lose desirable recruits. If I am right in this assumption, then I think the A.L.A. and the Association of American Library Schools and the state library commissions should co-operate in urging the establishment of additional schools

in sections where they seem to be most needed.

The number of librarians in this country is somewhere between 15,000 and 20,000. The annual output of these twelve library schools is approximately 225. The annual supply of recruits then is only about 1 per cent of the total number of librarians. To be sure there are many smaller schools and training classes, but compile your own figures and I think you will find the supply entirely inadequate. Again, instruction in library work is of such a nature that large schools and large classes are not feasible. For this reason as well as for geographical distribution, an increase in the number of schools would seem to be the solution.

The third reason named was lack of knowledge on the part of the general public as to the nature, opportunities and demands of library work. This is the particular sector that the A.L.A. Recruiting Committee has endeavored to occupy by bringing to the general public information regarding library work and by equipping librarians and vocational advisers with printed material on the same subject.

Its work has been done largely through correspondence and the distribution of printed material and is described more in detail in our printed reports. Much of our work was what Mr. Henry might call "broadcasting." It was necessarily so. We could not tell in which particular pool the tempting trout might lie and so our casting had to be broad. We have, however, repeatedly urged that the most effective recruiting is that done by individual librarians in personal conference with promising candidates. If the wrong sort of people become interested in library training through our broadcasting methods, can not the clever men and women in charge of our library schools keep them out?

One writer has said that some present-day librarians went into library work as pages and then followed it as the line of least resistance. I fear that is true. That was the old method of getting into any occupation, but more scientific methods of choosing one's lifework are coming into vogue. Witness the advent of the vocational adviser and the great in-

crease in his numbers. Here is a field to cultivate. The vocational adviser can be of great assistance if he has an accurate idea of the nature of librarianship, is equipped with printed matter and is prepared to refer likely candidates to nearby librarians for

further information and advice. Perhaps in some not far distant millennium we shall each of us be scientifically fitted into our proper grooves and a wise providence will ordain that just enough librarians shall be born.

RECRUITING FOR PUBLIC LIBRARIES IN CANADA

GEORGE H. LOCKE, *Chief Librarian, Public Library, Toronto, Ont., Canada*

THIRD GENERAL SESSION

All Canada is divided (from a library standpoint) into two parts: The province of Ontario and the remaining provinces; in the first of which are more libraries than in all the rest combined.

There is one regularly organized training school for librarians which meets during the Michaelmas term (approximately September 6 to December 10) and which is under the direction of the inspector of public libraries for the Province of Ontario. While provincial in its maintenance, it is national in its scope.

There is a summer library school in connection with McGill University, in Montreal, under the direction of the librarian of that University.

There is no national library association. There is a flourishing association for Ontario, which meets in Toronto during Easter week, and there is a small association in the maritime provinces. An effort was made to form an association in the prairie provinces, but the war, with its economic results, has prevented its development.

Library work as a profession is but of recent growth with us; in fact, we are still in the missionary stage where conversion of the heathen unbeliever is necessary. He or it (individual, corporation or government) needs complete change of heart. He is beyond logic.

The subject for today, "recruiting," suggests that there is an organized body of persons whose object is to fight for some principle which the organization thinks is worth while. Before we can ask persons to join our ranks, we have to explain the object of our army and what are the rewards for service in it, two essentially reasonable questions which one would expect the recruit to ask.

Time has passed when the sergeant, with his ribbons and his cane, and dressed in his walking-out garb, could stand on the corners and invite the stray passer-by to join the army, and seal it with a drink or two and a shilling. And the time is passing when we can allure people into the ranks of the library army by telling them of the opportunity for self-effacement and ultimate immortality.

Therefore, if I am to be a recruiting officer and ask persons to join the army of librarians, the first thing I have to do is to reorganize the army on a war footing. In other words, I have to see that the army is a well-fed and well-led army, and well supplied with all that makes for effective campaigning.

There may be some here who question the analogy of the army, possibly because their ideas of an army relate almost entirely to discipline, repression and loss of individuality. Such persons feel like the mounted infantry man about whom Kipling tells us in one of his poems of the South African War and who, scouting on his own, with responsibilities on himself and thinking of the time when he was merely a number, or perhaps better, a pawn, exclaimed:

I used to belong to an army once,
Gawd, what a rum little army once,
Rum little, dumb little army once.

And perhaps there are a few such regiments or brigades in the general army of librarians. (For an illustration of the deadliness of routine, the influence of atmosphere and the difficulties of the struggle to be free, let me recommend to you Beresford's recent novel, *The prisoners of Hartling*.)

But to return to the army, I cannot recruit unless I have made the object of the army appear to be worth while (which presupposes that I believe it to be worth while), unless I

have made clear that there is an incentive which has qualities of the ideal in it, something which appeals, not only to the intellectual sense, but, above all, to the moral feelings. Not all who join the army will be equally impressed by the ideal, but those who are impressed by it will be the future officers of the army, those who lead the forces into action.

Therefore I believe the first thing necessary to recruit successfully is to have something worth while to accomplish by your organization. So in Canada I have been a prophet preaching the possibilities of library work as a help towards intelligent citizenship and individual and social well-being; and as I believe with my friend, Mansbridge, of the Workers Educational Association, that no movement can be successful without a prophet, I have not hesitated to follow the examples of the old-time prophets all the way from moral suasion to slaying the prophets of Baal.

And all the time I have been gathering about me the nucleus of an army, those who have not bowed the knee to Baal, so that I would have the moral backing of a standing army whose battles and whose successes would draw attention to the effect that inspirational training and systematic effort have over mere individual and undisciplined fighting.

The establishment of a well ordered training school by the inspector of public libraries of our Province has given standing to the profession. An intelligence test was set up for entrance into the army, and at once heart and ambition were developed within the ranks. The intelligence test took the form of a course of intensive study, through three months, of the ideals and practices of work in a public library, with daily practice, much after the same plan as made our Officers' Training Corps so successful during the recent great struggle. To me one of the greatest revelations of the war was the amount of real education one can get in a short time and under the pressure of a great emergency. We have a continuous emergency in the necessity among our people for a better understanding of the problems of life in all its national manifestations, and the place to

get that understanding is in the people's national educational institution. To bring these two important phases together we must have an army of interpreters who by intensive training are fitted to help the ambitious and attract the indifferent.

In our country we believe very strongly in the intensive training and hesitate before joining the "hardy annuals" of the American library training schools. But, then, we have our individual ways of fighting evil, I suppose, as we demonstrated our individual or national method of fighting on the German front. We are not like our English "mother," nor, again, are we exactly like our American "cousins." We have characteristics of both, or, to quote again from my favorite poet:

We're a sort of giddy harumphrodite,
Soldier and sailor too.

The next thing was to see that within the army there should be recognition commensurate with the enhanced requirements necessary to join. There are two aspects to this question—one the matter of salary (and I believe thoroughly in it), but the other, to my mind, is of still greater import: freedom of thought, the recognition of individual suggestion, and the opportunity for promotion on the basis of interest, enthusiasm and efficiency.

The democracy of such an army is shown in the feeling throughout it that leadership is possible in the lower ranks as well as in the higher, and that the results are every bit as important. As Kipling says in his poem about "Pharaoh and the Sergeant":

It was not a Duke nor Earl
Nor yet a Viscount,
It was not a big brass General that came,
But a man in khaki kit
Who could 'andle men a bit,
With 'is baggage labelled "Sergeant What's-'is-Name."

and it is not necessary that there be imposing buildings and elaborate equipment, for

It was not a crystal palace or cathedral,
It was not a public 'ouse of common fame,
But a strip of red 'ot sand
With a palm on either 'and,
And a little 'ut for Sergeant What's-'is-Name.

This kind of democracy brings confidence and happiness and hope within the ranks,

which feeling quickly becomes public and recruits of the better sort rush to join the army. You can't stop them and the library army becomes selective and professional—soldiers who make their living, and a reasonably comfortable living, with work so diversified that every one has something to do and is reasonably sure of recognition for what is done.

This is what we are trying to do in Canada. We haven't got very far, but we haven't lost any ground. Where the vanguard camps today we expect the rear to camp tomorrow. True, we see some of our scattered posts indifferently manned, we still find placed in charge of a post an officer who knows nothing of ideals, again one who knows not even the manual of arms, and sometimes one entirely innocent of both. Such things have been known to occur in other armies too.

And sometimes we find in one of our posts an officer in command who has risen solely through seniority of service and has never smelt powder—gunpowder—and whose sword has cut nothing but a bride's cake.

We regret these instances. We protest against such practices. We use every means we can to urge against these practices and only too often we gain what in politics is often referred to as a moral victory.

However, we are on the march, and it is going in to camp with you on such occasions as this that gives us heart to take up the work of another campaign.

And, in conclusion, if you will allow me to leave the analogy of the army and end with a reference to the Senior Service—

those who serve upon the sea—may I quote from Fox Smith whose words are often encouraging to me:

It takes all sorts to make the world, an' the same to make a crew:

It takes the good and middlin', and the rotten bad uns too;

The same's there are on land, says Bill, you meet 'em all at sea—

The freaks an' fads an' crooks an' cads, an' or'nary folks like me.

It takes a man for every job—the skipper an' the mates,

The chap as gives the orders an' the chap as chips the plates—

It takes the brass-bound 'prentice (an' ruddy plagues they be)

An' chaps as shirks an' chaps as works—just or'nary chaps like me.

It takes all' sorts to make a world, an' the same to make a crew,

It takes more kinds of people than there's creeters in the zoo;

You meet 'em all ashore, says Bill, an' you find 'em all at sea—

But do me proud if most of the crowd Ain't or'nary chaps like me.

The important thing is the ideal, and this we must develop amongst "us or'nary folk," something that lures us on with but little regard to the length of the way, its roughness or its difficulties.

I'll get recruits for an army when those who belong to it now will feel like my friends in that other army which is banded together that righteousness may be exalted and the individual saved to something, and will express it as they do to almost unharmonious accompaniment—"I'm right down glad I ever joined the Army!"

RECRUITING FOR CHILDREN'S LIBRARIANS

CLARA WHITEHALL HUNT, *Superintendent, Children's Department, Public Library, Brooklyn, N. Y.*

SUMMARY. THIRD GENERAL SESSION

From the moment I received the command of my superior officer to speak on "Recruiting for children's librarians," I knew that I should not talk about addressing vocational guidance conferences, getting articles into popular magazines, distributing circulars in the colleges and so on. I knew that I must, at the risk of being misunderstood, try to induce librarians to believe that the most essen-

tial kind of recruiting would be a recognition of children's librarianship as a profession and a demand that all who enter it meet requirements at least as high as those demanded by other professions with which we fondly consider ourselves equal.

In these times of famine, and when low salaries are considered a large reason for the dearth of children's librarians, it may

seem a bit mad to insist that now is the time to raise the requirements for admission to the ranks, and that to do this is more important than to raise salaries. Yet in a calling whose existence depends upon the taxpayers' appreciation of its value, a very high quality of service must be our first argument for increased salaries; and large salaries will not draw the kind of women our work needs if our standards make them feel that the children's librarian is really no more than a nursery governess in a public building.

To agree that the child's doctor, nurse, teacher, playground director, shoemaker, dressmaker, and cook, should be trained for their jobs and to think that the person who may make or mar the child's life by the books she puts into his hands does not need special training is surely curious.

"But why imply that the library profession thinks such a thing?" you ask.

For answer I point to the census figures of eighteen million school children in the United States and then to the list of less than seven hundred people in this whole land who even claim the title, children's librarian. I remind you that there are great city library systems after a quarter-century of modern library work with children having but one real children's librarian on the staff; that departments formerly filled with trained children's librarians report long-standing vacancies and entrance requirements lowered since 1917. I think of more than one chief librarian who, after searching vainly for a trained and experienced candidate to appoint superintendent of his children's department, finally accepted an inexperienced graduate of a one-year general library school who had listened to half a dozen lectures on library work with children and gained a tourist's view of a few externals of the work.

If librarians really believed in the children's library as an educational institution, would they tolerate appointing as adviser to the children, parents and teachers of a city a girl whom, in progressive states, the newest teacher outstrips in preparation for her field by training both theoretical and practical?

There are imperative reasons today which were not evident a few years ago for the

children's librarian's being highly trained for her work. The growth by leaps and bounds of the school library idea is going to leave the children's librarian trailing along in the wake of the teaching profession unless she is grounded in her own profession's body of doctrine.

To quote Mr. Stevens, "The library school is not designed to educate the librarian but rather to equip the librarian to be an educator." What respect will the best teachers have for some of our children's room "educators" when they take more notice of the standards of citizen training shown in some of our public libraries:—Lawless children; shabby, ill-treated books; shelves of time-wasting story books which contribute nothing, lead to nothing except mental laziness in the child reader; and other unmistakable signs of low grade work?

The publicity which the library profession is now receiving is another and an urgent reason for our offering highly trained service through the children's room. Without a right understanding of her place in the educational scheme, the zealous children's librarian may become a mere "reed shaken in the wind" of her own eagerness to oblige. Thinking she must "co-operate" at all costs, she is swept along by every local and trivial "drive" until her book money is spent on subjects of passing interest at the sacrifice of the supply of standards; her school class visits are conducted according to plans made by the teacher, not thought out by the librarian; a disproportionate amount of her time is given to advertising the children's room by outside speaking and story telling when a careful study to make the goods better worth the advertising is more needed.

Being a children's librarian I have not outgrown my liking for playing games of "make believe." I am going to "make believe" for a minute that everyone in this audience agrees to the need of our training many children's librarians, beginning now, and that each person asks, "How can I help?"

To children's librarians blessed with training and experience I would answer, "Pay your debt to your profession by opening next fall a training course for children's librarians and spend the summer planning the course

and choosing candidates from your communities. Do not, any longer, if you are head of a children's department, depend for your supply on enticing children's librarians away from other libraries, and bemoan the shortage when that supply gives out."

I would urge chief librarians to encourage and help their children's librarians to establish these training courses. I would beg them not to lower standards when vacancies occur by placing in the children's room that member of the staff who hasn't brains enough to do satisfactory work in other departments but who declares she is "just crazy about children." I would ask them to reward high grade work with high salaries; to make effective the abilities of a gifted children's librarian by giving her adequate support, not expecting her to carry out city-wide plans with the help of a staff composed of one part-time school-boy page.

I would implore every director of a general library school to have in the school's curriculum a required course in work with children such as would give to graduates a sense of the educational value of the children's library and a knowledge of the basic principles on which the work should be founded.

To trustees I would say, "Before deciding that you will not pay your children's librarian a cent more than you give your stenographer, study the salary scale of teachers in progressive cities, consider the equip-

ment of your children's librarian in comparison with that of such teachers, then pay a salary that will not cheapen the library profession in the eyes of your community."

To state library commissions my word would be, "Go on with your good work of raising the standards of children's book selection in your libraries; aim to add, as soon as possible, an expert children's librarian to your headquarters staff; plan a future when every county shall have a children's librarian to watch over the little libraries which cannot pay individually for expert help; conduct summer courses in library work with children to aid the small town librarians eager for instruction in this branch of the work."

And finally, to make this truly a game of "make believe," I would hale into this court that devastating army of young men who persist in using the children's department as a matrimonial bureau and in leading to the altar so many of our promising children's librarians before the ink is dry on their training school diplomas. Relying on their sense of fairness and their glow of gratitude for happy fortune, I should confidently expect to secure from them this promise: That, when years brought the success bound to come to those so able as to achieve the position of husband to a children's librarian, they would, as library trustees, state library commissioners and wealthy philanthropists pay their debt by establishing training schools for children's librarians in every state of the Union.

RECRUITING FOR COLLEGE AND UNIVERSITY LIBRARIES

By W. E. HENRY, *Librarian, University of Washington, Seattle*

SUMMARY. THIRD GENERAL SESSION

For ourselves, in the Pacific Northwest, I may say that we need a wise and systematic, yet dignified and high standard recruiting campaign.

I am convinced that the only campaign we can conduct with even fair success must consist of a direct appeal to a selected group, either personally or, next to that, by personal letter. This is a slow process and, in time and effort, expensive. I am convinced, however, that it is for us the only one. We cannot accomplish any results through a miscellaneous "hit and miss" campaign for just

any type. Even the appeal to the high schools is not a success. It is too far from the goal.

It seems to me quite impossible to conduct a recruiting campaign for our peculiar service by any radio broadcasting process. What I have designated the broadcasting method is not only unsuccessful, but it is undignified in its manner and cheapening and degrading in its effect. For the sake of the profession we cannot afford to do the cheap, sentimental, spectacular thing, such as our unripe enthusiasms frequently lead us into.

One of the hindering, or, at least retarding, influences that must be met at every turn is that library salaries are usually lower than in similar, and, to a degree, competing lines requiring fair educational equipment. The nearest relative and competitor is teaching. Our first and most fundamental hope then is that we may have such salaries in sight in library service as will compete with the school and with secretarial work.

A second retarding influence in a recruiting campaign is that the one activity in library service that all people can see, and about the only one, is the least enticing to one who hopes to use her education. It is the service at the lending desk. People do not understand what library work is.

Librarianship and the library schools have not even generally, and I may say not usually,

appealed strongly to the strong, vigorous, progressive, masculine, virile leaders among young men. Our profession has come to be looked upon as a woman's profession, not only for the large per cent of womanly women engaged in it, but also and quite as much so because of the large per cent of lady-like men that are numbered within our ranks.

Can anything be done with the schools, with our salaries, with librarianship in practice, in an appeal made in some different and better way than that in which it has been made, so that a larger number and a much larger per cent of the strongest and the best of both men and women may come into our profession and vitalize it as with a baptism of a holier spirit and a greatly augmented manly and womanly energy?

RECRUITING FOR SPECIAL LIBRARIES

ALICE L. ROSE, *Librarian, National City Financial Library, New York, N. Y.*

SUMMARY. THIRD GENERAL SESSION

Given the ideal person with all the proper qualifications in education, training, experience and personality and having found the sources from which this marvel can be secured, what is the next step in recruiting? From now on it is up to the business man and to the A.L.A., the S.L.A. and the leaders in the library profession.

In order to attract the persons whom it needs the business library must offer inducements that will successfully compete with other types of libraries, other professions and other lines of business. What are some of the inducements?

1. Work of sufficient interest and responsibility to furnish to the individual the way to "life, liberty and the pursuit of happiness."

2. A salary equal to that paid in other lines of work requiring the same general education, training and native ability.

3. Confidence that the positions will be reasonably stable and not subject to a greater degree than other departments in the same organization to business depressions.

4. Assurance that executive ability, earnest work, and efficient administration will receive just recognition.

In a message to special librarians published in *Special Libraries* for April, 1921, Mr. Hoover says:

There can be no question of the value of such service to the larger business firms when the work is properly organized and the librarian in charge has a clear conception of the possibilities of his position. The statement that "knowledge is power" is as true for business as for the learned professions, and the business librarian who can make his service an integral part of his firm's organization may become a positive factor both in the increase of profit and in the development of constructive business standards.

When the business man realizes this he will not hesitate to offer whatever is necessary to secure what he needs. He has a right to demand to be shown and to refuse to pay except for value received.

The work of the A.L.A. in bringing about this much desired state of affairs lies along two principal lines. One, a campaign of publicity and propaganda, intelligently waged, to show Mr. Business Man of what practical help such a department can be in his organization; the other to bring about first an efficient standardization of the profession and then to inform the business man how and where he can secure employees to supply his needs. Thus his time, patience and money will be saved and he will be protected from

the costly mistakes arising from an untrained and inefficient personnel.

There will be no dearth of librarians equipped for service in business libraries when the business man realizes its value so that he is willing to offer the necessary in-

ducements. He will realize its value in direct ratio to the efficiency of the business librarian, while realization that librarianship is a profession just as accounting, law or medicine are professions will prevent him from using persons unfitted to do the work required.

RECRUITING FOR SCHOOL LIBRARIES

By MARTHA C. PRITCHARD, *Librarian, Detroit Teachers' College*

SUMMARY. THIRD GENERAL SESSION

It is the progressive school systems which are adopting school libraries and asking for school librarians. When a city like Detroit gets worked up to the point of having school libraries put into the system it goes about it with a wholesale effort. Many of you have heard city fathers say "We can't put a library into our high schools until we can put them into all." The city of Boston has for years been blocked in any school library progress on this very plea. Oakland, California, has a fine system of school libraries because when this same answer was made there to a live English teacher begging for a school library in her school, she used her influence to get libraries into all the high schools and got them.

Where can we produce 10 or even 5 high or intermediate school librarians all at once for several cities?—To say nothing of the same or a larger number of elementary librarians. And when school men once make up their minds to have school libraries they will have them, and if library people can't produce effective educationally minded people to fill these positions the school people say, "Very well, we have a good English teacher here who can handle the library all right." And they put her to work.

Now what of this librarian who must weld together such a variety of interests as a group in a modern school presents? Must speak its language as well as understand it? Must not only be able to present the literature of each curriculum subject but must know enough about each one to retain the respect of the faculty associates who come for help in a special field?

The person in the school library needs maturity and judgment. All the children of the school must be guided and helped by

her. She must have poise and resource, and psychology and book knowledge enough to cover the whole ground. She must be seasoned with breadth of experience and sympathy and really grasp the possibilities of her situation whatever her years may be.

She hails with delight the informal classroom. It is her joy to provide the large amount of material now needed for each class. She rejoices especially that pleasure reading is more and more becoming a part of the day's division of time. She begins to see that in schools where the new form of classroom organization and method is being adopted, the library can give an added impetus to the slowly moving machine, for by providing the library resources and advertising them judiciously she can make possible the greater stimulation for timid teachers who with longer or shorter experience in the older forms of teaching fear to attack so complex an undertaking.

With this hopeful situation the school library presents a field full of opportunity for the socially minded librarian. But that is tautology—to be a real librarian means to be socially minded. Let us say the modern school library presents a rich opening for one who desires to give boys and girls the fullest vision of what their own contribution to life may be. In such a school as the one here pictured the library becomes the center of the school, the librarian the person who next to the principal sees and feels most clearly the pulse of the whole institution.

What of her qualifications? Where may she be found? I believe we are all agreed with the statement set forth by the school library division of the A.L.A. in the last three years, that the school librarian must have academic preparation equal to her teacher

colleagues in whatever grade of school she may be called to work. We are agreed also that she needs courses in education which shall give her an understanding of the organization of the school plant, and patience with its necessary machinery. She must understand the objectives aimed at in the modern school and have a grasp of the methods being employed to achieve these ends sought. She needs yet more to understand child psychology and be steeped in children's literature. If she has worked with children as teacher or children's librarian so much the better. At any cost she must really understand the child nature of the age of the school where she is to serve if she is to accomplish what may be accomplished in her field of opportunity. Where is she? How shall we get hold of her?

First of all she is not necessarily already a teacher or already a librarian. It is the person we are after, not her present position on either side of this work. People who know children best may possibly be found quite as often in the library as in the school. A successful librarian by the measure of technical efficiency or even book knowledge may not be able to handle children well in large groups nor to get close to them in understanding them individually. But there are teachers who have failed in handling children also and there are librarians who have failed in managing a library properly. Given two people of equal personality, one a trained librarian with teaching experience and one without, none of us would hesitate I think in choosing the first. But we are more frequently confronted with the problem of two people of equal personal qualifications, one a teacher with no library training and one a librarian without teacher training; what then?

I believe we should go out among groups

of effective human personalities in the *teaching* profession and find open-minded flexible individuals and give them as much first-class *library* training as we can provide in the time they can afford to give to study; and I believe we should go out among effective human personalities in the *library* profession and find open-minded flexible individuals and give them as much first-class *educational* training as we can provide in the time they can give to study.

But I think we should also provide courses in which the school librarian may find opportunity to get the school and library factors so thoroughly well amalgamated that the qualifications so admirably stated in Miss Horton's recent article in *Library Journal* on training school librarians will be adequately met with the maximum result in the minimum of time.

You want a program for recruiting school librarians. The various general methods already outlined are partially applicable for special recruiting also. Getting prospective librarians to visit school libraries is sometimes successful, but that may also serve as a deterrent, for the strenuous life of the school librarian in a well organized active school library running at top speed exceeds (in its stretch of endurance needed), we are told by those who have tried both, even that used up in a busy city branch library.

After all, personal contact is the most effective measure. Choose successful enthusiastic school librarians in each state, send them into the meetings of state teachers and state library people to stir up interest. Investigate the record and personality of those who respond and select such as seem most promising for training in one of the proposed courses. But we must have the courses ready!

RECRUITING FOR LIBRARY SCHOOLS

ALICE S. TYLER, *Director, Western Reserve University Library School, Cleveland, Ohio*

SUMMARY. THIRD GENERAL SESSION

We, in common with those engaged in other professions, where personal contacts are a fundamental part of the professional activities, are seeking young people of engaging personalities, with all the background

and acquirements of education and culture that are possible to secure. Our quest is not unique. Such young people are in demand everywhere. There is real competition here in the realm of possible choice, and all li-

brarians should be open-eyed and alert to bring librarianship as a vocation to the attention of such young people.

While the library schools share in the quest and feel their responsibility in interesting young people in library work, their primary interest is the training, and it is a comparatively small group who come under the direct influence of the school. Doubtless a majority of those now engaged in the various activities of the libraries of the United States and of the world have not been trained in library schools. They have been attracted in many cases because they feel they have something to contribute or have felt the urge of the gospel of books. To the library schools are drawn those who look upon library work as a profession for which there should be adequate preparation and training for both book and human contacts. The library schools must constantly bear in mind the various types of libraries, and the numerous activities within and without the libraries where book contacts must be made, and the fundamental need of wide acquaintance with books recognized, if libraries are to have a sound basis of service.

It has been said by one of our most thoughtful librarians that there is danger of our over-emphasizing personal qualities in seeking librarians; that brain power, ability to think closely, aptitude for research and analysis are fundamental qualities that far outweigh personal charm and attractiveness, if we are to serve adequately the student and the scholar who has first claims. The library schools should bear in mind all needs in seeking students, or in accepting applicants. One problem, however, which confronts the schools is the placing of the student in the type of library work for which by temperament, education and training she is fitted. The employing librarians have need for great discrimination in this matter, for the library schools cannot give an "omnibus" recommendation for the graduate, however capable and well prepared; one who by natural taste and ability is essentially a reference or research worker, may be assigned to a children's room or stations department where, as a "misfit" her lack of success is blamed upon the school.

Adaptability and resourcefulness are qualities much needed. If with the general training which should give the basic preparation, there could be a certainty of adaptability to whatever type of work is assigned to her, all would be well; but who of us, among those who have practised the craft for many years, could feel at all confident of our ability to make good in an entirely new and untried field of library endeavor, somewhat contrary to our taste and special interest? The process of recruiting is, in a sense, completed by the one or two years' course in a library school; entire acceptance of the "library gospel" comes with increasing participation in the library activities,—then the recruit is enrolled or has fully enlisted for her chosen profession.

Graduates of library schools do not always measure up to the expectations or the standards and hopes of the schools, nor do the schools claim that the instruction has reached the highest quality that might be attained both as to content and methods; there must be constant adjustments in making the courses meet the requirements of a changing and advancing profession.

Common tasks, methods, standards and aims have brought together into an association the representatives of a majority of the library schools,—the Association of American Library Schools. I have no authority to speak for that organization, nor has it any authority over the unit schools of which it is constituted; but the member schools are certainly agreed as to the importance of the task at this time, when the entire profession has finally become aroused to the necessity of enlisting the brightest, most capable and promising young people for the great library advance just ahead. Library schools have not to any extent had an organized program of publicity in bringing library work to the attention of possible students; chiefly, I presume, because of lack of funds in the closely calculated budgets. But also because such a program is a task for the entire profession and not especially for the school. A general program such as is being developed so effectively by the A.L.A. Committee on Recruiting in arousing interest and inquiry, is being supplemented as far as possible by the A.A.

L.S. and the various schools with information regarding training.

It seems a reasonable expectation that graduates of library schools should do effective recruiting. If they go out from the schools with sincere and enthusiastic belief in the new vocation for which they have been preparing, they should be, and usually are, eager to enlist other young people. Indirectly, therefore, the library schools are constantly recruiting through their graduates.

Yes, library schools have a part in recruit-

ing, but their task is primarily to train after promising recruits have been found. "First catch the hare." Recruiting is the task of the whole profession and after the interest has been aroused and claims of the profession recognized, ours is the task to prepare these young people for your needs. The pioneering and initiative of the librarians, the results of experience and experiments are formulated and organized for class presentation and study in the library schools, so that the recruits may, as quickly and effectively as possible, be prepared for service in your libraries.

LIBRARIES IN THE NAVY

By C. R. TRAIN, *Commander, U. S. N.*

SUMMARY. THIRD GENERAL SESSION

I came here to tell you something of what we in the Navy are doing to develop useful living libraries aboard our ships of war and at naval stations. Libraries in the Navy are part of the responsibility of the Bureau of Navigation, Navy Department. This Bureau is charged with administering the personnel, both officers and men of the Navy. One division of the Bureau is known as the Morale Division and is under my charge. This Division includes among its responsibilities, jurisdiction over everything pertaining to ship and station libraries.

The Navy Department recognized that happy men, contented men, men whose ambitions to improve and better themselves could be reasonably gratified were men who could be most easily and perfectly welded into the complex organizations that are today needed to efficiently man and operate our modern ships and fleets. The organization of the Morale Division was, therefore, directed, and it has been in operation ever since. Its work involves recreation, amusement, and education, physical and mental.

In close co-operation with our educational program are the ship and station libraries. The Navy Department has come to consider libraries perform two important functions aboard ship. They amuse and they educate. Today, eight times as many books are read aboard a ship of the Navy as was the case six years ago.

A monthly circulation of 150 on a battle-

ship in 1916 was considered large whereas at present on the same battleship we have a circulation of about 1,200. Furthermore, our old library service for 50,000 men afloat cost us \$50,000. At present for an expenditure of \$44,000 we are meeting a circulation eight times as large.

In 1919, you very generously transferred to the Navy 18 trained librarians and although at present we have a greatly reduced personnel, we now employ from our own funds 15 trained librarians; and here, please permit me to give a public expression of my appreciation of the unselfish and devoted performance of duty exhibited by these librarians and my admiration for the profession as a whole.

Libraries—placed by law under the Bureau of Navigation—are assigned to the Morale Division and are supported by allotments from several appropriations, which amounted last year for a personnel of 118,000 to a total of \$140,000, divided as follows:

Salaries	\$32,000
Books	90,000
Magazines	18,000

The Morale Division, at first with your aid and later with its own funds, has employed a librarian to aid and advise it in library matters. A certain portion of his time is spent on board ship and in the field. An assistant library specialist located in Washington and a field representative located with headquarters in New York are also em-

ployed through your aid, and from our own funds 15 librarians are employed at more important shore stations and hospitals. Unfortunately the law limits to two the number of individuals we can employ at a salary in excess of \$1,800.

The work in Washington consists of:

(a) The examination of new books and distribution to ships and stations. New books are sent out quarterly averaging 50 or 60 to a battleship and 100 or more to a station.

(b) The preparation of lists of books of special value with annotations. We are also starting on the preparation of reading lists or rather "study" lists to use either in connection with our educational courses or independently.

(c) The revision of requests from stations and ships. Often antiquated books, subscription books, etc. are requested. Officers do not have facilities at sea for ascertaining the best material and are often victims of too persuasive book agents.

(d) The consultation with and advice to officers temporarily in Washington as to library methods, etc.

(e) The recommendation for appointment of librarians at shore stations.

The shore stations of the Navy vary in size from a personnel of one thousand to a personnel of several thousand. The libraries at such stations vary accordingly. At the larger stations a library of from 10,000 to 20,000 volumes is maintained, open afternoons and evenings until 8 p. m., seven days a week. Enlisted men are detailed to assist in library work. The libraries are under the supervision usually of an officer called the assistant morale officer or of the chaplain. In the largest stations and hospitals a civilian librarian is employed with three or four enlisted men as assistants. In the smaller stations the chaplain usually is in charge with a yeoman—sometimes two or three to do the actual work. The smallest stations, radio and compass stations, are provided with travelling libraries, sent out by one of the large stations and interchanged every month or so. Inasmuch as these stations are located at isolated points,—many of them are

in Alaska—reading material is much needed and appreciated.

There is a radical difference between libraries ashore and libraries afloat. The latter owing to limited space are made to fit the station upon which the ship is doing duty, for instance, ships in Asiatic waters, or in the Mediterranean, or in the Caribbean must have collections covering those areas. If an Atlantic destroyer is ordered to the Far East, her books on the West Indies, Central America, etc. must be quickly changed.

The location of our libraries on battleships is limited to two places—the crew's reception room and the officer's large living and mess room, known to us as the wardroom. Formerly books were scattered over a dozen places in the ship with no way of telling where a book was located. This we have changed. In the crew's rooms are lockers or book cases which accommodate about 2,000 books. The cases are unlocked at certain specified times, usually 11:30-12:30, 4:00-5:00, when the men can examine the books and select the ones wanted. The chaplain is in charge of the library and has one or two men to assist him. The more technical books are located in the wardroom. A list of all the books by author and title is kept on cards in the crew's room. From this index can be told at a glance the location of a book. The books are classified by your Dewey system.

On cruisers and smaller ships the same organization holds to a less degree. The collection is smaller, hence no card index is considered necessary. No chaplain is aboard, so the library falls under the navigator who leaves all the detail work usually to one of his yeomen.

Destroyers, submarines and small craft with an average personnel of less than 100 furnish one of the more difficult library problems. Neither space nor funds permit a collection of books much in excess of 150. Such a small collection means that the books quickly become "read through" and dead. We are trying to remedy this condition through travelling libraries transferred once a month from the flagship. This system is already in successful operation among the submarines

of the Pacific fleet and certain destroyer squadrons.

I want to show you what can be done through a good library organization to increase the use of books:

"The libraries of the U. S. S. Arkansas were reorganized and restocked with books during December. During the 19 days that the library was opened in January there was a total circulation of 1883 books, over one-half the number issued in all of 1921."

Officers in the Navy have become very generally impressed with the value of their libraries as a positive means of developing high morale and are co-operating effectively with the bureau to that end.

I attribute whatever measure of success the bureau has attained largely to our association with and the assistance of the American Library Association and to Mr. C. H. Brown, in active charge of the navy library work, whose services were obtained through the Association.

Your Association, Mr. President, has helped us with ideas, with generous gifts of books and money, and in behalf of the officers and men of the Navy I want to extend to you and all your members our hearty and grateful thanks. You have been largely instrumental in pointing us on our true course, which in the future and with your help, we intend to steer.

ADULT EDUCATION: A COMMON INTEREST OF LIBRARIES AND UNIVERSITIES

By W. D. HENDERSON, *Director, University of Michigan Extension Service, Ann Arbor*

SUMMARY. ANN ARBOR MEETING

I want to call attention first to the magnitude of what we may call the problem of adult education. Sometimes when we talk about University Extension, we include all sorts of extra-mural activities, as for example reading circles work, club activities and so on. I am referring now specifically to the extension activities carried on by our universities in distinction from that conducted by colleges and normal schools. In the universities of America, pretty largely in the Middle West, there are enrolled at the present time something over 60,000 students who are doing extension work for credit. That would make six universities of an enrollment of 10,000 each.

In addition to our credit extension courses, we have what we call non-credit courses; courses organized to discuss special subjects before various groups of people. We have enrolled in those non-credit extension courses at the present time something over 75,000 students. This makes a total of 135,000 students enrolled in our courses.

In addition in this country, in our agricultural colleges, our normal schools and our denominational colleges, as nearly as I can estimate there are enrolled at the present time something like 100,000 students who are taking extension courses of one sort or

another. This makes a total of approximately 250,000 students enrolled in our educational institutions, doing extension work for credit and paying definite fees.

And further, I suppose in our commercial correspondence schools there are enrolled about a quarter of a million students; making a total of 500,000 students in this country now who are doing extension work for which they are paying money.

Then there are reading circle courses that are free, extension lecture courses, and all sorts of activities, where people do not pay money. They simply organize themselves, and the university sends out somebody to speak to them; fully 500,000 people are in this group. This means that we have more than a million people doing extension work in connection with schools, colleges and universities. And the work has just begun; the number is increasing every year.

I suppose these are new days for librarians as well as for other people. You librarians have become a sort of public agent—reaching out, sending your wares out, to the people. When you think that there are a million extra-mural students now who are enrolled for definite study, it means that they are reading books; it means that they are interested in publications; it means that

sooner or later they are coming to your libraries. This is a problem that faces every university, not only the state universities, but our great private universities as well, and it is a problem that faces the librarian.

What can the libraries do in connection with this work? In the first place, where extension courses are organized, as they are in practically all the principal cities of this country now, the public library can be of immense help to us by making available books on certain subjects to be used in your library. In connection with credit courses in Detroit, the Public Library of Detroit has given us magnificent service; it has made available the books for those taking the courses—mostly teachers, to be sure. These students go to the libraries and use the books there. I would like to mention also the excellent co-operation and the fine publicity given by the Grand Rapids Public Library. You know, sometimes I think that if some of our business men could adopt the publicity methods that some of our librarians have adopted in these latter days, it would be a fine thing. Take Mr. Ranck up at Grand Rapids; if, instead of being a librarian, he went out and sold stock, he would be worth millions and would no doubt be giving the university a half a dozen buildings.

In this whole problem of adult education, the one thing that will impress you is the veritable hunger and thirst for the facts in the case. I think that we are facing one of the most tremendous periods of the world's history; and if America stands the test and stands upon her feet and faces the problem, it means we must be thinking about certain things, and it means that we must be discussing public questions; but when we discuss those questions in order to arrive at conclusions that are worth while, we must know the facts. The damnation of the discussion of public problems today is the fact that we do not know what the facts are. It is the business of the libraries to furnish these facts through the medium of books and package libraries.

Then I say, to summarize for just a moment, that we have here an army of something like a million people right now who

are interested in organizing themselves into groups for some kind of educational program. The universities have to take them into account; and libraries have got to take them into account. You are delighted to do it, because in this new day, the librarian instead of closing his doors and sitting back is now going out.

Why, do you know, I like this idea of a show window in a library. When it is the fishing season, our merchants down here fill their windows with fishing tackle; and a little later they put in something else, and something else. So, I say, I would like to see a show window in every library.

I do not know how you could do it, but I wonder if there would not be some way to extend that show window idea out into your near-by communities. Think of the people that are isolated out in the country and in smaller communities; in the winter time they are shut in, absolutely impossible to get either in or out.

I would like to see another thing, and that is a pay circulating library in every library. Get the new books, I don't care what they are, and put them out. I would give fifty cents any time I want to look at a new book. When they are worn out, throw them in the furnace. You have a great field here. People are waiting; they are depending upon the universities and they are depending upon the libraries for new ideas, and for new books, and for our co-operation in this direction. You have millions of new readers; more people are visiting the libraries, and more people are interested in study, and particularly is that true in the smaller and more isolated communities.

Then there is another thing. You know somebody has called our attention in these modern times to what the automatic machine is doing to us. In the old days a man started as a youth to learn his trade or calling, and when he was thirty-five or forty years of age, he had reached perhaps the maximum of efficiency; maybe he was still going up, and every day as he worked, he thought of the thing that he was going to do tomorrow to improve himself. Then along came the automatic machine.

Going over to one of our eastern cities

not long ago, I visited a shoe factory, and I saw a man putting soles on six hundred shoes in a day. All the man had to do was to stand there, and shove the soles into the machine. Instead of this man spending long years learning the business of making and putting soles on shoes, he could learn it in three days. They tell us in Flint and Detroit and some of the large industrial centers that they can take the ordinary boy and in three days he can be taught to operate a machine. His efficiency shoots up like that. Then it goes along for a while, and then it begins to drop. Think what we have: eight hours sleep, eight hours a day of work at an automatic machine, and eight hours leisure. This is one problem that the schools have to face, that the universities have to face, and the communities have to face, and the librarians—the problem of the leisure time of the people of America. What is the young man going to do who is working at the automatic machine, where all he has got to

do is to shove the pieces in? The question is whether he is going to improve his mind; whether he is going to exercise himself, his body and his mind; the question is whether he is going to read books and think thereon; or the question is whether he is going to spend the eight hours in idleness or in raising hell. The solution of this problem of the leisure time of our youth depends a good deal upon what the educators, including the librarians, are going to do about it.

What a wonderful opportunity is yours. Talk about being teachers. Some one asked a little while ago whether you were affiliated with the educators. Of course, you are. Think of the opportunity of putting books into the hands of the boy who is hungry and thirsting for them. Show me the man who is a reader of books and a thinker thereon, and I will show you a man who will be educated whether he ever goes to school or college, or not.

NATIONAL LIBRARY WEEK: THE PUBLICITY COMMITTEE'S PROPOSAL

By WILLIS H. KERR, *Librarian, Kansas State Normal School, Emporia;*
Chairman, Publicity Committee

FOURTH GENERAL SESSION

The Publicity Committee has been impressed by the good results of several library and book "weeks." We have in mind the notable success of Children's Book Week; the participation in Indiana Library Week of 157 out of Indiana's 208 libraries; the forward steps resulting from Missouri Book Week; the interest aroused by National Thrift Week; and the contribution by Chicago newspapers of ninety columns of space, worth \$13,000, to Chicago Boys' Week.

The Publicity Committee therefore brings to your attention the feasibility of Library Week, perhaps in April, 1923, during which libraries in United States and Canada should capitalize on their service, make report of progress of the national good will toward libraries,—in short, a week of intensive library advertising.

Library Week would assume various forms, subject to local and regional choice and ingenuity. New Jersey might stress the great

importance of libraries in adult education. Mercer County, Pennsylvania, might campaign for increased library support; while Reno County, Kansas, might make it the climax of a county library campaign. Indianapolis might adopt a slogan for Library Week, "Use books in your business." Seattle might vote library bonds. Birmingham might make it "Old home week for books."

There would be no great expense, and no elaborate machinery at A.L.A. Headquarters. A brief outline of possibilities might be sent out to regional and state agencies, and there would probably be call for a large amount of co-operative printing.

It may be objected that there are too many "weeks." The best answer is that other interests find that it pays. We should lose no opportunity to spread the gospel of library service in the fight against ignorance, indifference, illiteracy, and inefficiency.

A LIBRARY WEEK: INDIANA'S EXPERIENCE

By EDMUND L. CRAIG, *Trustee, Evansville Public Library, Evansville, Indiana;*
President 1920-1921 Indiana Library Trustees Association

FOURTH GENERAL SESSION

At the November meeting, 1921, of the Indiana Library Trustees Association the suggestion was made that Indiana have a statewide library week. Each trustee present saw an opportunity of gaining the publicity necessary to put across the problem confronting his particular library and the idea, after discussion, was enthusiastically adopted by the Association. It was later endorsed by the Indiana Library Association and approved by the Indiana Public Library Commission, and a joint committee of these three bodies fixed the week of April 23-29, 1922, as Indiana Library Week. As one of its first moves, the state committee obtained the endorsement of a state advisory council composed of the Governor, the president of the state League of Women Voters, the state librarian, the president of the state Federation of Clubs, the state superintendent of public instruction, the president of the state Normal School, and several other men and women of influence in the state.

Arrangements were made with a library publishing house to furnish special tags, posters, stickers, movie slides, electros, signs, book-marks and leaflets appropriate to the week. The aid of the National Association of Book Publishers was enlisted.

The State Committee's plan of action covered:

1. A brief statement of the plan in the January issue of the *Library Occurrent*.
2. Letters from the president of the Trustee's Association to the president of all library boards and from the president of the Library Association to all librarians in the state.
3. Letters from appointed advisors in each Congressional district to the libraries of his district.
4. A proclamation of the week by the Governor, sent out through the Associated Press.
5. Talks and discussions at twelve district library meetings.
6. Tentative plans for local celebration of the week sent to all libraries.
7. Seven columns of matter in the April *Occurrent*.
8. Six one-page newspaper stories were

sent out, with blanks therein for local interest features.

9. Ten minute talk on the week by Rev. Wicks, of Indianapolis, broadcasted by radio.

When Library Week was first proposed at the Indianapolis Convention there were trustees present who said that there were already too many "weeks"; that it was an old story; that we couldn't do it as well as others who put on special weeks; that the people back home would not enter into the spirit of the thing; that the celebration would be spasmodic and only be by a few of the libraries, etc. As the venture was the first attempt of the kind in the library field, as far as we knew, those of us who were sponsor for the movement after the preliminary publicity waited in no little suspense to see what the result would be. What was the answer?

Out of the 209 tax supported public libraries in the state, 158 celebrated the week in one way or another. In addition, three small Association libraries co-operated. Of the 51 libraries which, as far as the committee has learned, did not observe the week, only 8 were in towns of more than 2500 population. All of the larger cities put on celebrations.

A big filing drawer in the office of the Public Library Commission, which was the state Committee's headquarters, was filled to overflowing with newspaper clippings pertaining to the week. One article on the growth of libraries given to the Associated Press was printed with commendation as far away as Boston, Mass., and Dallas, Texas.

What is the consensus of opinion in regard to the result of the week? All reports were favorable. I have chosen a few from different sections of the state. Mrs. W. A. Denny, of Anderson, president of the Indiana Library Trustees Association and chairman of the State Committee, writes: "I have not had a single report opposed to the Library Week activities. I feel the results very gratifying."

W. J. Hamilton, secretary of the Public

Library Commission, says: Indiana Library Week was a success that went far beyond the hopes of its most sanguine endorers.

Ethel F. McCollough, librarian at Evansville, says: Library Week was distinctly worth while. We probably received the most value from the talks made before the civic clubs of the city and the down-town window displays.

Mary Torrance, librarian at Muncie, says: Library Week is rather strenuous I find, but very interesting. I hope the trustees will make this an annual affair, for we are getting results.

New Albany reports: No one could possibly have had a more wonderful or profitable library week than we had. The response in words and deeds we will never forget.

Just a word about how the week was celebrated locally: Mayor's proclamations, window cards, tag days, stickers on autos, posters, stickers on mail matter, inclosures in mail, special slides in theatres, open houses, literary evenings, dinners, teas, story hours, plays, poster contests, essay contests, window display contests, art exhibits, book drives, 4-minute talks in all public places, churches, theatres, schools, factories and clubs, press publicity covering news items, editorials, cartoons, electros, letters of commendation, etc.

South Bend engaged a special advertising man who had charge of press, posters and movies.

Gary had a Pioneer's Night (the city is only 15 years old), and a special Hungarian Night at Bailey Branch jammed the hall to overflowing.

An Evansville daily paper held an essay contest, three groups—5th grade and under, 6th to 8th grades and above 8th grade. Subject: "What the public library means to me." Money and book prizes were given.

Anderson began the week with a library dinner, at which 125 leading citizens were guests.

The LaPorte Library celebrated its 25th Anniversary and fifteen firms contested for best library window display.

Muncie featured a musical tea.

Crawfordsville had an exhibit of pictures of Brown County artists.

Frankfort kept open house—2600 people visited the library during the week.

Seymour had successful story hours. A

small boy, who edged his way in, when later asked if he wanted a book replied: "Naw, I don't want no book. A guy outside said you were giving away ice cream cones."

Hartford City put on a book drive. Their report shows they received 400 volumes. Five dollars worth of junk and waste paper, and 150 eggs were among the donations.

Should there be a national library week and, if so, may we profit by Indiana's experience? The time has passed when the American public library needs any defense. President Eliot, of Harvard, said last year: "Most of the evils from which modern society is suffering can be cured only by education, begun in youth but continued into adult life." Congressman Towner, in addressing this body last year, said: "There is nothing in our *scheme of government* more important than the education of the public. Whatever else may be left out, education cannot be excluded." Again he said: "It has come to be generally recognized that libraries are part of the educational system and that library service should be given to every community as a part of such a system." The National Education Association has sent out a statement saying: "The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools and for the same reasons." Any activity which has a tendency to aid in such an important phase of our life is worthy of careful consideration.

Why should we not have a week each year in which the public library may be emphasized? Commencement week in our schools is an established institution. We will not get the same results each year in Indiana as this year, but the ingenuity of our library friends will find some valuable use to make of the week each year. Each library will get out of library week just what it puts in it. It is an opportunity—nothing more.

One more suggestion and I am through. Our Indiana Library Week was held too late in the year. Some of our country schools were closed and others nearing the end of the term. The summer season was almost upon us. The same amount of effort put

forth in the fall, when every one has returned from his summer vacation and when the schools, libraries and churches are en-

tering upon another season's activities, would, in our opinion, arouse the same enthusiasm and produce far more lasting results.

MISSOURI'S BOOK WEEK

CHARLES H. COMPTON, *Assistant Librarian, Public Library, St. Louis, Missouri*

FOURTH GENERAL SESSION

The success of Missouri Book Week was not due to any special effort upon the part of the Book Week Committee. It was not due to any special efforts upon the part of librarians. Missouri Book Week was a success because it had the elements of success within it, and it almost could be said that it couldn't have failed. The reason for this is that people are becoming increasingly interested in books and libraries, and newspaper men realize this. Much newspaper space was obtained with no effort on our part. For example in St. Louis three of the four newspapers, the *Post-Dispatch*, *Globe-Democrat* and the *Times* printed editorials. These editorials showed an intelligent grasp of library needs on the part of the editorial writers. They emphasized the need for county libraries,—they deplored the lack of libraries in the state.

Missouri Book Week was observed February 12-18. Briefly now as to what the committee did. In the early part of January, a publicity outline for conducting Book Week was mailed to librarians in the state. It had suggestions relating to newspaper stories, co-operation with schools, churches, and book stores, exhibits, open house at library, etc. There were about 12 suggestions, all being plans which had been tried and found successful. It was not expected that any one library would follow all the suggestions but it was interesting later in checking up to find how generally they had been used. One plan that seemed most popular especially in the smaller libraries was to have an open house during the week. Exhibits were on display. Women's club members acted as reception committees.

A suggestion for newspaper publicity which proved successful was to have prominent men and women of a community tell what books had had the greatest influence in their lives.

Large and small newspapers printed such symposiums.

Three releases were mailed out to librarians and also direct to the papers. The mimeographing and mailing of all material was handled by the state Library Commission. One release was the Governor's proclamation, setting aside Book Week. Another was a statement from the state superintendent of public instruction endorsing Book Week. The third was a statement from Mr. Bundy regarding establishment of county libraries. Naturally the Governor's proclamation received the most publicity—newspapers very generally printed it.

We have a record of 33 towns and cities which took part in Book Week, and undoubtedly there were others. More than 100 newspaper articles were received mostly through a clipping bureau, which, of course, does not clip nearly all the newspapers. For example in St. Louis there were 23 different newspaper items—making as a whole more than a newspaper page—only 8 were received through the clipping bureau. The best results were obtained in the smaller cities and towns. In the *Library Journal*, I called attention to the notable success of Book Week in Hannibal and Sedalia. Farmington, a little community, with a small library, had any amount of publicity in the papers and the greatest interest in the schools. These smaller communities used the releases which the committee sent out adding local items. In addition they put local library news of their own in the papers.

In all the three releases which the committee sent out, one fact was emphasized—namely that 89 counties in the state of Missouri had no free tax-supported public libraries, and that according to the estimate of the Library Commission two million people within the state were without library privi-

leges. This was the one striking fact. It got wide newspaper publicity. It received special editorial attention. It was recognized as a disgrace to the State of Missouri. It is a fact which, I think, has significance as related to a national library week. For the most striking fact relating to the library situation in the nation as a whole as well as in Missouri is the inadequacy of present library advantages. Inadequacy of funds—inadequacy of personnel—inadequacy of salaries—a total and complete inadequacy when judged by any standard of the need for libraries. This inadequacy is the striking fact to be used in national library week as well as in Missouri.

I trust that no one will think I have any illusions as to what one national library week in 1923 will do to overcome this inadequacy. I have no such illusions, for you must remember I am now from Missouri. However, perhaps during such a library week some mustard seeds might be dropped and in due time a few county libraries might spring up.

Missouri Book Week demonstrated to our satisfaction that it was an easy way to get publicity for libraries—publicity which would not have been obtained otherwise. This should have some significance in considering a national library week.

HOW PUBLISHERS AND BOOKSELLERS ARE GETTING GOOD NATIONAL PUBLICITY

By MARION HUMBLE, *Assistant Secretary, National Association of Book Publishers, New York*

SUMMARY. FOURTH GENERAL SESSION

A factory of ideas is a busy and interesting workshop. The Year-Round Bookselling Committee was organized in 1920 for the purpose of manufacturing ideas to interest people in reading more books and in buying more books. This organization came partly as a result of two successful Children's Book Weeks which had spread information about children's reading throughout the country by way of the bookstores, public libraries, schools, women's clubs, parent-teachers' associations, newspapers and magazines. The committee was to manufacture ideas that should help the bookseller and publisher think more in terms of the average person. It was to create and develop ideas that should reach the average person's interests and turn these interests into a desire for books.

A seasonal program was adopted, with the suggestion to publishers and booksellers that they advertise titles along certain lines that people would be apt to follow. February, for instance, with great interest in American biography, seems an appropriate month for telling people about the splendid books of American biography, citizenship and history; springtime seems to be the natural season to call attention to books on the out-of-doors; May, to books as ideal commencement gifts;

June, to books as wedding gifts; summer as the time for books for vacation and camp, etc. Posters and sales suggestions are prepared each month to help the dealers. A semi-monthly news sheet gives dealers ideas to develop. The publishers' travelling salesmen and trade letters also push these seasonal features with the booksellers, each publisher using the features of the plan wherever appropriate in selling his own books. Information about these features and prepared 300-word press releases are sent frequently to newspapers and magazines. These releases are all general, never mentioning specific books, but stimulating the idea of reading. They have included such subjects as:

"Taking a Mental Inventory"—"A Home Question Hour"—"Find It in Books"—"Back to Nature Books"—"We Are the Books We Read"—"The Housekeepers' Library"—"Reading Business Books," etc. Clippings which the committee receive show that these editorials are often used in entirety.

The magazines take special ideas and develop them along their own lines. Their use of features of the program sometimes follows the mailing of marked copies of the news sheet or is sometimes the result of personal letters and calls. Articles which have fol-

lowed features of the program include—"The Bride's Book Shower," *Good Housekeeping*, June, 1921; "A Unique Hope Chest," *Women's Home Companion*, April, 1922; "Take a Book to Camp," a poster editorial, *Boys' Life*, July, 1922. The best part of the co-operation of newspapers and magazines is that they are usually generous in giving us or selling us at cost reprints of these special articles which we send to our entire mailing list. This is valuable distribution not only for our own publicity but for the magazine also.

Co-operation with other national organizations is an important feature of the plan. Spreading the idea of reading more books and buying more books could not be accomplished without the help and active co-operation of the American Library Association, the state library commissions, the General Federation of Women's Clubs, the Boy Scouts of America, and other groups which work through local organizations in co-operation with local bookstores working with the Year-Round Bookselling Plan.

That interest in books is increasing is attested by a letter which recently came to us from the Oklahoma Library Commission saying that as a result of their work with Children's Book Week, 1921, the circulation of

books in libraries in that state had doubled with 600,000 to spare.

That interest in books is growing is proclaimed by the increasing columns in the newspapers devoted to books as *news*, not only on literary pages but also in news space. A significant editorial, "Books as News," recently appeared in the *New York Evening Post*, reading in part as follows:

The London Times has substituted a daily page about books for its weekly column. It is a significant development. . . . Every New Yorker has noted the recent emergence in two morning newspapers of columns divided daily, or almost daily, between books and the drama. In Chicago, so long impatient of literary features in journalism, the "book page" burst into weekly bloom a few years ago, attracted wide attention, and is maintained in capable fashion by two journals. The fact that books are news is being clearly established. . . .

Delane of *The Times*, according to A. Clutton Brock, said two generations ago that new books were always news to him. Why has the press been so slow in acting upon the fact? Because the public was slow to believe it. . . . The disappearance of this indifference to literary circles, is a happy phenomenon. The issue of *Uncle Tom's cabin* was an occurrence of the first importance in American history; *The origin of species* was one of the cardinal events of the last century.

WHAT A PUBLICITY WEEK CAN DO FOR A LIBRARY

HERBERT S. HIRSHBERG, *State Librarian, Columbus, Ohio*

FOURTH GENERAL SESSION

As I look back six years to March, 1916, the date of Library Week in Toledo, it seems now to have marked the beginning of a new era in library affairs there. Toledo Library Week put the library on the city map, and there it has stayed looming larger and larger each year and with promise now of a future equal to that of any library in any city of similar size in the country.

Citizens and library administration had come to consider the library as having fixed limitations and being incapable of change. The City Council, which had for years been appropriating constantly increasing amounts for other purposes, had voted annually the same or nearly the same amount for library purposes. Library Week by concentrating at-

tention upon the library, brought about a change in attitude of officials and public, which it would have taken months or even years to bring about in any other way.

The methods used in Library Week in Toledo have been previously given sufficient publicity and it is not necessary to detail them here. It seems to me in comparing our effort at that time with later efforts in other communities, that its unique feature was the fact that it was largely the effort and accomplishment of persons outside the library walls.

Library Week originated not in the mind of the librarian or of any member of the library board, but in the mind of the president of the Toledo Commerce Club. It was his idea carried out by a committee appointed by

him, of which the librarian was an interested and somewhat active member. The Commerce Club did the work and paid the bills—the library reaped the results.

The campaign created first in the minds of the committee participating and then in the community at large, a community consciousness of the library which manifested itself very frequently later. A library committee came into existence in the Woman's Club. It held meetings for discussion of books and library programs, and as far as I know is still in existence. This committee for several years promoted and encouraged the Children's Book Week exhibit, the library of course co-operating and furnishing the books. A public library committee was formed in the advertising club. This committee consisting of some of the best advertising men in the city, planned a broad campaign of library publicity, which was begun effectively. I believe that the greatest thing accomplished by Library Week was the creation of this feeling of responsibility for the library on the part of hundreds of citizens who had perhaps not thought public library in years.

I have written recently to members of the committee participating in the campaign, and I am giving extracts from some of the replies. You will see that there is some difference of opinion as to the results.

It served to call to the attention of the people who were not making use of the library, the excellent facilities which it affords. I am of the opinion that the majority of our business men, prior to the campaign, did not realize the vast amount of information which could be secured through the public library to be used in a business way, and this campaign was a means of forcibly presenting to them a public institution which is maintained to serve the general public.

It appears to me that public institutions must place their service before the people in a forcible way and a campaign seems to meet the necessity better than any other means.

I believe the library campaign did great good in Toledo in the amount of intelligent publicity it gave to the library. It brought the various phases of library activity and service to the minds of the people in such a

way that the library would not only be more widely known, but more intelligently appreciated and used.

Any opinion that I might express would have to be discounted owing to the fact that I have no confidence whatever in campaigns of the kind you refer to.

I do not believe that the intensive one-week campaigns put on by the Commerce Club, first on one subject and then on another, have any permanent effect whatever. On the other hand I believe that the work you did here in Toledo is going to help for all time the expansion of our library facilities.

My own opinion is this: Concentrated advertising doubtless has its effect, though intangible and difficult of measurement. I believe heartily in a library week or other intensive campaign where such campaign has the definite local purpose either of directing attention to the lack of use of the library or the lack of funds for its support. Usually the latter sort of campaign would precede a popular vote or anticipated action of a tax-levying authority.

I believe, however, not in spasmodic but in continuing publicity and any campaign must be followed up by consistent and constant keeping of the library in the public eye. Public approval and support of the library is brought about by a slow process of education which cannot be accomplished in a week of crying the library wares from the house-tops.

A hundred communities in the state of Ohio might profit by a library week, as might the Ohio State Library itself, but each campaign should be put on locally on local initiative and with the definite local purpose of directly or indirectly improving the local library situation.

There is no especial advantage in simultaneous library weeks except so far as syndicated newspaper material is concerned.

My suggestion is that the A.L.A. be prepared to provide suggestions and printed material for possible local campaigns but I do not approve the plan of a specially designated national library week.

THE INDIVIDUAL'S RESPONSIBILITY TO HIS PROFESSION*

By HAROLD H. EMMONS, *President, Detroit Board of Commerce*

SUMMARY. FIFTH GENERAL SESSION

In former times the mental leadership of mankind has been vested in those who by inheritance or personal effort have acquired the education and mental capacity which give the ability both to think clearly and to induce others to follow. Such men naturally gravitated into the ranks of the so-called learned professions—the minister, the lawyer, the doctor, to which is properly added the teacher. It is doubtless within the memory of nearly all those present, that these men were the leaders of thought in their various communities. Unfortunately, in the present day the effectiveness of these men has largely diminished.

Where all of these agencies reach thousands, hundreds of thousands and millions are waiting. They are the retailers—where are the wholesalers? The public library and the librarian must assume and carry this burden. The librarian must reach out and insistently press upon the people the richness of information which is within his keeping. His occupation has now become a profession, in the true practice of which he will exercise a more profound and widespread power for good than can any member of any other profession or business. His opportunity is limitless; it has been created by the progress of humanity, and by the new and pressing obligations created thereby.

Membership in any profession is in itself a distinction. It places its recipient in the class of those who first prepare themselves by securing mastery over some needed and useful department of life, and then give to its practice their complete and devoted service. Its essential element is its idealism. Its ideal is service, helpful, unselfish, and without thought of commercial gain. It cannot live and fructify in a mercenary soul.

Therefore, addressing professional men and women who have, I am sure, this conception of their destiny, I wish to emphasize

*Given, in Mr. Emmons' absence, by Dr. J. B. Kennedy, director, Detroit Board of Commerce, and member, Detroit Library Commission.

these rules which we should ever have in mind:

I. We must be loyal to our profession. Half-hearted allegiance will not do. We have consecrated ourselves to the work. It demands the very best that is in us.

This loyalty requires of us many things. We must support each other. No results of lasting benefit can be attained by any one of us alone. The effective practice of any profession is possible only from the assimilation and use of the contributions of all of our associates. The goal of any profession is the composite wisdom and learning of all its members.

We must make the individual work of each of us pay a return, plus interest, to our profession, for its investment in us. The opportunity for each of us to attain membership has come from the combined results of the earnest, toilsome and conscientious work of our innumerable predecessors. Were it not for the schools and libraries which they have provided, were it not for the work and service which they have toilsomely performed, were it not for the store of knowledge which they have discovered and recorded, we would not be afforded our present opportunity. This priceless heritage demands that we not only use it to the advantage of ourselves and of others, but also that we add to it for the benefit of our profession and of its future members. We must not be drones in the hive.

II. We must be loyal to the ideals of our profession.

Among these perhaps the most important are character, proficiency and service. No true professional life is possible without them. A man without character can exercise no influence for good. Lack of character cannot be concealed. The professional man or woman must endure the searching light of publicity, and if this reveals wrong purposes or methods, he or she is unfit for membership.

Service to our fellow beings is the object

of a true professional man's life. If he does not carry with him the spirit of helpful service, he has no right to call himself a professional man.

So vital is this matter of our professional virtue or honor that at stated periods we should examine ourselves as to our attitude of mind. Are we sincerely desirous of being broadly helpful, or are we just going through the required formulæ? Do we recognize the obligations of service to humanity which are peculiarly ours because of our special training? The professional man ceases to exist as a professional man the moment he comes to regard his work as merely a means to a livelihood. In like measure he must avoid becoming narrow in his vision, and activity. The tendency in all lines is now to specialize, and the temptation to the professional man is to shut himself up in one interest, to one branch of his own profession, leaving outside all interest in other branches and in affairs of the world at large. He places unprofessional limits upon himself.

A professional man should seek opportunities for service outside his own line. He should keep abreast of the times. He should get an international mind and an international vision. He should of course become active in the affairs of his own profession, but he should take part in the broader programs for human betterment.

Above all we must shun selfishness. The test of any man or movement is: What does it contribute to the common good? Every professional man is the servant of all. The modern spirit is asking for a more practical working of the old idealism, and the condition of primacy is the capacity for service.

By all means we must avoid the habit of criticizing others. Remember that we are leaders, and no leader ever succeeded by the use of complaints. Neither has anyone ever yet succeeded in anything by trying to tear someone else down. One of the best mottoes I have ever seen hangs on the wall of a friend's office,—“You cannot expect a dog to perform its best tricks when someone is standing on its tail.”

In short we can do no better than to adopt the adage of William Penn, the first librarian of this country:

I expect to pass through this life but once. If there is any kindness or any good that I can do to my fellow beings, let me do it now. I shall pass this way but once.

There is upon us an obligation because we profess skill in our varied lines. What we have is only a trust. Wealth is under obligation to poverty. Knowledge has a service obligation to ignorance. Strength is under obligation to weakness and before God we are responsible for our use of our abilities.

THE LIBRARIAN'S DUTY TO HIS PROFESSION

By C. B. RODEN, *Librarian, Chicago Public Library*

FIFTH GENERAL SESSION

We speak of our calling as a profession, and even as we speak we mentally align ourselves with those ancient and honorable professions that minister to the great and fundamental needs of mankind, the needs of the soul, the body, and, most prized of man's possessions, his rights and liberties.

Religion, Medicine, Law—these three—and when we add a fourth, Education, ministering to the needs of the mind, we do not thereby alter nor diminish the dignity and excellence of that glorious company to the circle of whose fellowship we claim admittance.

Yet we have no body of doctrine running back to a time “whereof the memory of man

runneth not to the contrary.” We have no treasury of accumulated lore derived from the ancient folkways. We have no divine revelation upon which to base our claims to a ministry.

We have only a faith, not yet shared by all of our generation, which I have heard questioned even by one of our own most distinguished colleagues, that we are doing useful work, and on the basis of that belief we profess and call ourselves a profession.

Now, I hold that there is a material distinction between that form of ministry that constitutes the essence of the professions,—which, in the words we have just heard, “have

their contacts with souls, not with things"—and that other form of usefulness, which may be almost, but not quite, equally exalted, called service.

If we were only content to waive our claims to professional honors, and to be known as good and faithful servants, we should be safe in pointing to the services we are already rendering, and to their steadily widening scope, seeking to comprehend every human relationship and activity, from the cradle to the grave, in business, in pleasure, in learning and in leisure.

But if we still persist in our aspiration to be classed among the professions I begin to fear that the very variety and multiplicity of our services is raising up a cloud, already larger than a man's hand, which is threatening to come between us and those ideals of ministry that we must keep ever before us, clear and undimmed, as our professional objective. It is not the objective that is in danger, nor yet those ideals, for they are of the eternal verities. It is only our poor human faculty of envisioning them that is being threatened by this cloud.

This cloud is the swarm of specialists and specialties into which we are breaking ourselves up, disintegrating our former solidarity and tending to dissipate our unity of effort, of objective. Tending, as it were, to render ourselves less and less capable, or at least less prone, to see the woods because of the multitude of trees we are cultivating.

We now have many kinds of librarians: for schools, for colleges, for universities, for doctors, for lawyers, for bankers and business men. All true and zealous servants, each intent upon developing his own specialty and jointly and severally making splendid contributions to the efficiency with which the work of the world is done.

But I submit that helping to do the work of the world is but one, and that the least vital, dynamic element of the professional function. I do not in the least mean to minimize the character or the value of the service we are rendering in thus mobilizing the printed word in aid of research, in industry, in all that helping to do the work of the world involves and implies. Speed the day

when every art and every craft, every artisan and every craftsman shall have progressed so far, under the tutelage of his respective librarian, as to admit and accept the lessons of experience as they are demonstrated and recorded in books. Thus, indeed, will the kinship of nations, of the ages and of men be promoted and cemented.

But let us not forget that there was a time when lawyers scorned to accept a fee and defended the right for the sake of the right, when the offices of priest, physician and teacher were united in one person, and each and all were offered up in ministry as equally to the glory of God!

If we translate this phrase, the glory of God, into terms of modern currency and speak of the service of humanity, and if, moreover, we take into account the complexities of modern life which have forced the professions to stoop a little from those pinnacles of altruism where once they dwelt in ethereal isolation, we shall still find, I think, that they have not altogether abandoned their former positions; that they are still true to the professional vows by which they were dedicated to the service of humanity, which is a Ministry, even while they are engaged in the service of men, which is Service. That margin surrounding the day's work, which must be kept clean and fair in order that the imperishable contributions of each age and generation to the next may be inscribed upon it, is what, it seems to me, characterizes and dignifies the professions. It is this idea of a margin that I have been trying to lay hold of.

Now, though we have no revelation once delivered to the saints, and no majestic foundation of principles upon which to rear our practice; though we have not yet had time even to agree upon a canon of ethics, and the fiftieth birthday of our corporate consciousness is still four years away, yet we have had entrusted to our ministerial offices two of the most respectable and, on the whole, most important manifestations of Divine Grace known in the world since the dawn of history: Books and the Human Race. With two subjects of such magnitude to work upon, there is surely ample room for professional ministrations, if we find that we still have left any

considerable margin over and above the day's work in the service of men, that we may devote to the service of humanity. I think we have such a margin, although it is not a very generous one, nor as generous as it once was, and shows here and there a finger print of the market-place.

To serve humanity means to help it upward from plateau to plateau in that steady but painful climb towards some sort of a consummation, to which it has been predestined by the power or force or impulse that moves on the face of the waters, call it Evolution, or Destiny, or God, or what you will. That is the sort of service that is professional and for which the professional margin must be kept pure and wide.

I think no one will be found to dispute the assertion that libraries have a contribution to make to this momentum that is driving the race forward. Indeed I am not at all sure that the free public library movement is not the very particular contribution that this age has been preordained to make. Preordained? Mr. Henry said, on Wednesday morning, that one must be preordained or one can never be truly ordained to any kind of ministry whatever. The question seems to be whether we are going to be able to keep the fact of our preordination and our ordination steadily before our own eyes, and whether we are not standing in peril of selling our birthright for a mess of highly satisfying and very savory pottage.

It is service to men—highly satisfying service—to teach the celebrated man in the street to earn more dollars, raise more hens, to win more and more of earthly prizes by using library books.

It is service to humanity, our professional margin, to bring Books and the Human Race together to the end that Books may lend the impetus of their inspiration toward hastening that "one far-off Divine Event, toward which the whole creation moves"; to grasp that man in the street by the soul and lift him into contact with other souls, to set him "silent upon a peak in Darien" with Keats, send him with Plato to seek the Unknown God, with Dante into Hell, or with Wordsworth to contemplate the Intimations of Immortality.

The trustees' meeting held in this room last Tuesday afternoon afforded startling evidence of the reaction that follows upon even a partial realization of the mission of librarianship in its contact with souls. Of course, the trustees that were here were of the sort that had caught a glimmer of the vision. The other kind does not come to trustees' meetings.

Their unanimous, spontaneous, almost naive testimony to their realization of the implications and proportions of the task and opportunities confronting their own particular institutions, welling up from the hearts of these men, all unperceived by the assemblage intent upon questions of revenue and administration, rested like a benison upon its deliberations and made this, in spiritual values as contrasted with mere shop talk, one of the most significant meetings of this crowded week.

Business men, lawyers, ministers, as they were, they were thrilled and filled, not by the promise of service to themselves nor to the affairs of the world, but each in turn affirming in tones of wonderment and conviction his belief in the validity of the splendid commission entrusted to the American public library, one and indivisible, as an agency of culture, as an instrument of education not second to the public schools, as an element in the irresistible and preordained current of progress that is lifting the Human Race from age to age, from plane to plane, upward to its destiny.

"Make the library known to all the world, as we have come to know it" was their cry, and to one hearer, at least, it seemed like the first and great commandment to us in our search after our professional duty. And the second is like unto it: That we know the library ourselves, as they have come to know it. "On these two commandments hang all the laws and the prophets." To contrive to keep steady and undimmed before us the high ideals of a service to humanity to which a fair and generous margin of our time and talents is to be dedicated. To set a small taper now and again upon this altar and keep it alight even in such a gusty place as this where the contrary winds and cross currents of many sessions, sections, and round tables

and the whole lowering cloud of specialties, to the strenuous pursuit of which we have given over the week, may yet extinguish its feeble flame unless we guard it faithfully.

Books and the Human Race; Librarianship to Humanity. That is a task of professional proportions, for the promotion of which we must contrive to save, to rescue, perhaps, a

margin of professional ministry. And when we have all been brought to accept this commission, and have succeeded in gaining recognition from the world of men that our fulfillment of it is a vital contribution to its continued upward flight, then we shall have accomplished our full duty to our profession, for then we shall have a profession.

THE LIBRARIAN'S DUTY TO THE PROFESSION

By MARY EMOGENE HAZELTINE, *Preceptor, Library School, University of Wisconsin, Madison*

SUMMARY. FIFTH GENERAL SESSION

The indifferent man frames his philosophy of life in the well worn phrase, "the world owes me a living"; the professional worker reverses this and expresses his ideal in the phrase, "I owe the world a living"—that is a living, vital being, a personality. In other words he contributes himself to his work and also includes therein his code of relationship to those about him. These two contributions—personality and adjustment, underlie all professionalism, the details varying from profession to profession according to the peculiar requirements of each. Let us apply these fundamental concepts to the particular demands of the librarian's calling.

In giving himself, the librarian must first of all be prepared to contribute the essentials of character. Character, we are sometimes prone to forget, still includes the Puritan attributes of truth, honesty, frugality, and thrift. This seems trite enough, but do not these homely virtues apply to our work, and react on professional conduct and concept?

In addition to these Puritan qualities which stand the acid test, the librarian should also have the human qualities of a warm and understanding heart. From a warm heart comes the courtesy that puts people at their ease. From an understanding heart grow patience, sympathy, and tact, with its "soft answer that turneth away wrath."

Building on these inherent qualities of character, a profession implies years of careful study and preparation followed by specific training. Knowledge therefore is the indispensable acquired asset in the librarian's personal equipment. Such knowledge should be alive and subject to the law of growth; for true learning is not mere superficial ac-

quaintance with facts, nor a mere perfunctory knowledge derived from past stores, but springs from a continuing education in the fundamentals of human nature and of the realities of life, and increasing attainments in the wisdom of one's subject.

A librarian should be bigger than the day's work and its routine, with a vision of the field as a whole, but while working towards the plans of the future, not forgetting or neglecting the needs of the day.

While the librarian offers his character, his human understanding, his knowledge, and his conduct to his profession, he should at the same time have the Hellenic virtues of temperance and proportion. Professional concentration is an excellent thing, but "If a river swell beyond its banks," as Sir Edward Coke said, "it loseth its own channel," and thither professional zeal can carry one. The librarian should not take his profession so seriously that he fails to become a well-rounded citizen; he should have his share in community activities, living a normal life.

The professional attitude of the librarian rests upon constant adjustment both in relation to his colleagues and to the public he serves. The first of these relationships is the more difficult to meet, because of close and constant association. Its essential virtue is loyalty, loyalty in word and deed. In its positive aspect loyalty requires "standing by" one's colleagues, giving moral support, imputing to each a desire to advance the work, even though his technique may be quite different from one's own.

The farther the librarian advances in the rank of his profession, the more he needs to remember *noblesse oblige*, especially in rela-

tion to his juniors and those just entering upon a library career. A helping hand and a comprehending sympathy for newcomers is a part of professional ethics, showing them how to avoid the pitfalls through which the older one has stumbled.

The visible sign of loyalty to our profession is membership in the American Library Association, which is our Dun, our Bradstreet, its *Handbook*, our Martindale's *Legal Directory*. By this connection we keep our allegiance to the ideals and standards of the profession. Through our membership comes a great opportunity to learn from others; it offers us a test of our ability to guard professional confidence and to rise above professional jealousy. Through the Association we are all working for one great end. Through it we can learn the practice of professional courtesy, for every librarian, following the long established custom of physicians and lawyers, should be alert to exchange professional courtesies.

The May number of the *Annals of the American Academy* is devoted almost entirely to the subject of professional and business ethics. Lawyers, doctors, teachers, engineers, journalists, preachers, give expression to the ideals of their professions. And librarianship is represented with the others. The thirty articles of our code of ethics have also been printed in the *Library Journal* for the mid-June number, 1922, and so are accessible to all librarians. We should make it a part of our professional duty to read them over at least once a year, to consider them carefully and to measure our growth and development by their standard.

In our relations with the public we serve, our aim should be so to carry on our work that our ideals for it will be readily apparent and will be infectious from our very conduct. In other words our attitude towards our work must be such that the public will be convinced that there is something more to our profession than a sentimental love of books, that we believe it is the mission of the library to offer to all the opportunity to reach out into the best world of thought which each individual is capable of entering.

Our attitude towards the public should be

that of a large understanding and an eagerness to share our work and its methods; and as we meet the public half way, they will come more than half way to receive the service we have to offer—this is the end and the reward of our work.

Every profession has its routine and its drudgery which may be emphasized or accepted. Only when we arrive at the point where our work becomes our pleasure as well as our business will the public be convinced of our disinterestedness.

Furthermore we as librarians can be true to our professional ideals by taking unto ourselves the advice we so freely give to others; we too may turn to great books for precept and lesson, and example, repudiating the imputation that librarians themselves never read the books they so generously commend. And if the stress of the day's work seems to leave little time for the leisurely reading in which we once indulged, one of the fruits of that early reading, if pondered now in maturity, might be increased inspiration in our careers. From the classics of childhood there are to be gleaned precepts that are fundamental to professional standing. From Pyle's *Men of iron*, with its picture of the school of knighthood, the need for professional training. From *The talisman*, with its unforgettable scene of the meeting between Richard and his enemy Saladin, the lesson of courtesy. From *The three musketeers*, with its motto "All for one—one for all"—the lesson of loyalty and co-operation. And from many books, the lives of Livingstone, of Stanley, of Captain Scott, the lesson of quiet devotion to duty and heroism in every day life.

And indeed to what better source of inspiration can the members of our profession turn than to the great books of biography, the lives of noble men and women. We have been considering the virtues, both Puritan and Hellenic, which go into the making of our duty to our profession. But the contemplation of abstract virtues may be less profitable than the study of the lives of real men and women who have met and overcome life's problems. So the librarian who turns aside from his profession at times to lose himself in the books which reveal the power of hu-

man personality may find that his profession has benefited by the digression and that he himself has become more truly professional. For it is truth to high ideals that makes for

our ultimate success. As Percy Mackaye has truly said:

"Like our dreams shall we ourselves become."

PULL IN THE GANGWAY!

By ADAM STROHM, *Librarian, Public Library, Detroit, Michigan*

FIFTH GENERAL SESSION

Our deliberations are at an end. We have listened with appreciation to speakers whose names are a source of common pride to all of us engaged in library work. We have had the advice and the articulated point of view of men who have rendered valuable service in other fields. We are rising from our council tables heartened by the earnestness and aggressiveness of spirit that have characterized our sittings. We break ranks only to convene in smaller units at the various centers and outposts where we are billeted to guard and to promote the common welfare.

The warrant for this gathering will be determined by the proven wisdom of the plans and measures here agreed upon to make the influence of libraries ever more potent and recognized in the various problems of human affairs, in the science of government, in the arts, in commerce and manufacture, and, above everything else, in national education and culture. The closing note of our conference has been a definition of our responsibility to the service in which we are enlisted and the code of conduct that should apply. Conscious as I am of the adequate manner in which previous speakers have dealt with this question, I trust, nevertheless, that you will allow me a few references to the ideals and high purposes which must be the motive power of any worthy service.

Confronted with representatives of institutions within the span of the whole American continent and even from more distant points, I have a happy feeling that our duty to our profession lies not in the mere exploitation or boosting of a local institution but in the developing of human assets of common ownership and shared benefits. According to traditions we are in the business of creating readers. May we not go a bit further and proclaim that it is our duty to create clear

and honest thinkers! Our charter to practice our profession is granted for the high purpose of promoting and socializing intelligence. Human society is very often propelled in its eager efforts by sentiment, feelings and sympathetic instincts. These are motives of high moral nature and certainly as far as sympathy and good will are concerned we do not desire to stem the flow. But we would like to have these efforts directed by and subservient to intelligence.

Let us stand for the promotion of true knowledge and for the orderly union of moral and intellectual law in choosing the resources of our profession and directing them toward the noble aspirations of our own age.

The mere increase of the volume of our resources and the mechanical distribution of same for public consumption are meaningless unless our labors are controlled by a competent understanding of values and not reacting blindly to mere well-meaning yearnings. In short, let our efforts be truly creative, vitalizing the public mind. Let us drive a wedge into the shams and unveracities of disorderly minds, sweep the dross aside and exact intellectual integrity and sincere criticism.

In endeavoring with other local agencies to promote law and order in public thinking, the Detroit Public Library has had the benefit of a far-seeing government and a generous-minded public opinion, making it possible to erect buildings wherein are housed organizations and their equipment for mental training and self development. The good people of Detroit have, during the last decade or so, enjoyed a rather noteworthy state of prosperity, largely the product of their own energy and daring. They take a legitimate pride in their increased economic power, but possibly we may also point with happy satisfaction to

the generosity with which the city and its people have shown that they are interested not only in external advantages but in making human existence happy and full of the graces of life. Possibly our new library building is the most cherished expression of this spirit. It stands before us as an acknowledgment of our inheritance from ages past. The inherent joy and power of beauty as revealed in the white purity of the structure triumphantly proclaim that this city desires only the best when ready to show its appreciation of things of refinement, of ac-

complishments of the human mind in an hour of inspiration.

We are not boastful, only truly and joyfully grateful for our good fortune. We realize that we owe our sister cities an accounting of the pound that has been placed in our keeping. We trust that you will have found that it has been productive of good and worthy things. We feel deeply the honor of your visit and in parting we can assure you that we desire more than ever to be your associates in forwarding the mission of our national library service.

COUNCIL

FIRST SESSION

The first session of the Council was held on Monday afternoon, June 26, in the Hotel Statler. President Roor presided.

A committee consisting of EDWARD D. TWEEDELL, CARL B. RODEN and GEORGE B. UTLEY reported that applications for chapter affiliation had been examined, and recommended that the following state library associations and one local organization be formally affiliated with the A.L.A.:

Alabama Library Association
California Library Association
District of Columbia Library Association
Florida Library Association
Kentucky Library Association
Massachusetts Library Club
Oklahoma Library Association
Texas Library Association
St. Louis Chapter (local)

It was

Voted, That the report of the Committee be approved and the chapters established as recommended.

SALARIES

CHARLES H. COMPTON, chairman of the Committee on Salaries, spoke briefly on the report of his Committee. (This report will be found on page 215.) Mr. Compton called attention to the salary statistics of thirty-seven of the largest public libraries which had been compiled by the Committee for publication. He recommended that each state library commission print statistics of salaries in its state; that comparison be made of the salaries of teachers and librarians; and asked whether the Council would consider it desirable for the Committee to set up a minimum standard for a beginning salary for a trained librarian. He called attention to the fact that libraries every year receive numerous requests for just this sort of information, and that much time would be saved if the figures wanted by many persons could be printed by the A.L.A. Headquarters office. After numerous questions and much discussion, it was

Voted, That the Salaries Committee be re-

quested to print salary statistics of the large public libraries and the university and college libraries, provided the consent of the library be first obtained.

And it was

Voted, That the Committee report a minimum salary for discussion by the Council.

SCHOOL LIBRARIES

HARRIET A. WOOD, chairman of the Committee on Education, presented the following resolution:

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every state and province, with educational and professional library qualifications, status and salary, equal to those of supervisors of other educational departments.

There should be a school librarian or supervisor for every school system—city, county, township, or district. A recommended minimum service standard is at least one full-time school librarian for an enrollment of 1200 elementary and high school pupils. The educational and professional library qualifications, status and salary, of the school librarians should be equal to those of the teachers and supervisors with whom they serve.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

Adequate state or regional training facilities should be provided in library schools, universities, colleges and teacher-training institutions to prepare full-time school librarians, teacher-librarians and librarians to serve both school and community, who shall be certified under the law just as are other professional workers.

The library should be adequately provided with books and equipment: it is the one laboratory which serves every department of school work.

Appropriations for school libraries in state and local budgets should be commensurate with those for other educational work, and should be equalized throughout the state by means of state grants based on state and local surveys.

GRATIA A. COUNTRYMAN urged the adoption of the resolution.

SAMUEL H. RANCK thought it advisable that something be added which would give an idea of what adequate provision for books means.

PURD B. WRIGHT called attention to the danger of confusing the school library with the school branch of a public library.

DR. C. W. ANDREWS urged the use of the words "the use of books" instead of "resources of libraries" and objected to the clause referring to certification. MISS MARY E. AHERN agreed with Dr. Andrews on the matter of certification. Miss Wood stated that the Committee had in mind not national certification by the A.L.A., but state certification which already exists in some states.

DR. FRANK P. HILL asked what was to become of the resolution in case it was adopted. Miss Wood answered that it would probably be used in very much the same way as the broadside on library revenues.

JUNE R. DONNELLY inquired whether an enrollment of twelve hundred should not be changed to five hundred in paragraph 3.

HILLER C. WELLMAN: I feel there is need of further consideration before a specific resolution is adopted; and I think the Association ought to be very chary in adopting resolutions; it dilutes its influence if it adopts a resolution on everything. I think we are all interested in the development of this work in the schools, but I do not feel sure that this resolution embodies exactly what I should like to have expressed. For all these reasons, I move that the resolution be laid upon the table.

The motion was seconded.

MISS WOOD: The Committee will be very glad to have the matter laid on the table if that means that the Council will take it under advisement. But if it is simply going to be laid aside, then there is not much to be hoped for as to the work of the Committee in the future.

P. L. WINDSOR moved that the resolution be referred back to the Committee.

Mr. Wellman accepted the amendment.

In reply to a question, Miss Wood stated that the resolution was a brief summary of the detailed "Objectives" which are to be found in the Committee's report. (See p. 182.)

It was

Voted, That the resolution be referred back to the Committee on Education for further consideration and report.

DR. HILL urged that the resolution be printed and distributed to the members of the Council and the President stated that this would be done.

LIBRARY TRAINING

MALCOLM G. WYER, librarian of the University of Nebraska and chairman of the Committee on Library Training, was then called upon to discuss the report of the Committee on Library Training. (For the full report see p. 206.)

MR. WYER: There are two points which the Committee wishes especially to bring to the attention of the Council. First, it seems to the Committee that the various library training agencies might well be correlated more closely so that each agency for training would have its own particular field. Secondly, we considered how the opportunities for library training might be broadened. After considering these points the Committee presents its recommendations which are embodied in the following resolutions:

Whereas, The opportunity for securing library training would be broadened if students could progress regularly towards a library school degree by taking extension courses by correspondence and standard library courses in summer schools—with proper safeguards of fixed residence work and personality requirements. Therefore be it

Resolved, That the American Library Association urges upon library school authorities consideration of ways to develop a more uniform system of library training by bringing the various training agencies into a closer co-operation and correlation of work and specifically recommends the following suggestions to secure this end:

1. That the regular library schools offer summer school courses in special subjects for which the same credit be given as for equivalent courses in the regular schools.
2. That some schools offer correspondence courses in certain subjects with credit.
3. That the various library schools adopt a uniform system of credits.

MR. WYER moved the adoption of the resolution and it was seconded.

JOSEPHINE ADAMS RATHBONE of the Pratt Institute Library School stated that it would be impossible for any school connected with Pratt Institute to offer a summer school; that it would be a difficult thing for that school to adopt any uniform system of credits because it was necessary to conform to the schedule of Pratt Institute which provides for three terms instead of two semesters.

WILLIAM E. HENRY of the University of

Washington Library School stated that after experiment for three successive summers the summer library school had been given up as impracticable for the University of Washington; that there would be difficulty in establishing a system of credits in the universities and the schools which are not a part of any teaching institution which would do justice to the institution and to the students; and that he would not attempt to teach library work by correspondence.

ALICE S. TYLER of the Western Reserve University Library School: I feel very strongly in favor of correspondence courses in library schools. I do not believe that all subjects could be taught by correspondence but I think very many of them could be. I am quite sure that library school directors would all agree in saying that they cannot support any resolution of this sort unless it meant that students would be in residence for a term. I should like to see correspondence courses tried out by some school. The Western Reserve Library School would be very glad to do it if we could finance it.

CARL VITZ of the Toledo Public Library expressed the opinion that in every large library system there are many ambitious people who would take advantage of correspondence courses if such courses were offered with or without credit.

GRATIA A. COUNTRYMAN of the Minneapolis Public Library: Mr. Wyer says in his report that the rapid growth of school libraries is the cause of his suggestion, and that in many of the small towns libraries are being cared for by teachers or teacher librarians who have had no training. Now Mr. Wyer wants to see some chance for them to get training in an easier way than in a regular library school because otherwise they would not have any training at all.

MISS COUNTRYMAN moved as a substitute for the previous motion that these resolutions be referred to the Association of American Library Schools.

The motion was seconded.

PURD B. WRIGHT: I am glad to second the motion because I believe seriously that something of this kind is necessary. Out in the Middle West there is coming a demand for librarians from every sort of place. They are putting in incompetent people, trying to classify them as librarians. Now, if there is anything we can do that will give these people some training, I feel that we should do it. I am not concerned about degrees for these people, but I do not see why, if one can earn a degree in almost any university in this country by correspondence and a cer-

tain amount of residence work, it cannot be worked out in library schools.

MR. HENRY: I don't know of any reputable institution that will grant even an A. B. degree to a person who has lived in college less than a year. Further, I don't like to put ourselves in the attitude of going out and scraping creation for enough people to fill library positions. If we pay decent salaries the people will come. It seems to me if we want to dignify our profession and increase our salaries, we must make the library stand along with medicine, law and the ministry. In order to go into the practice of law a man has to go to law school and be educated. Nobody asks whether he can afford to do it or will get a good salary afterward. That specification must be fulfilled or he will not be a member of that profession.

MR. WYER: I should like to speak on some of the points that have been raised. It is not the purpose of the Committee to force any school to give a summer course where it is not practical. It would be perfectly satisfactory to the Committee to have this changed to read:

"That such library schools as have summer schools offer courses in special subjects for which the same credit be given as for equivalent courses in the regular schools."

Second, it is evident that the report of the Committee has not been read because we specified in italics that a fixed amount of residence work be required, and also that regular personality requirements should still be enforced.

I believe certain subjects can well be given by correspondence.

DR. C. W. ANDREWS: May I ask what those subjects are?

MR. WYER: Miss Margaret Mann, who understands the subject of cataloging and the difficulties of teaching it, believes that cataloging could be satisfactorily taught by correspondence.

The motion made by Miss Countryman—that these resolutions be referred to the Association of American Library Schools—was put to a vote and carried.

THE TOWNER-STERLING BILL

DR. J. I. WYER, state librarian, Albany, New York, chairman of the Committee on Federal and State Relations: Since the report of the Committee (p. 183) was put in print, the N.E.A. has represented to the Committee on Federal and State Relations a desire to have a resolution of reaffirmation for the Towner-Sterling Bill. The officials of the N.E.A. understand perfectly well that the A.L.A. has expressed through formal resolution its approval of the Towner-Sterling Bill for each of the last two or three years, but they are still anxious that this legislation be reapproved at this Conference. The following resolution is offered:

Resolved, That the American Library Association re-indorse the principles embodied in the Towner-Sterling Bill and urge the creation of a federal department of education with a secretary in the President's cabinet; that it urge a provision for federal aid to encourage the states in the removal of illiteracy and in providing for the Americanization of the foreign born, physical education, teacher training and the equilization of all educational opportunities.

You may note that there is no specific mention of libraries in this resolution. I do not think it is necessary to specify the library features or the profits that might arise from the passage of such legislation.

DR. WYER moved the adoption of the resolution and the motion was seconded.

MR. WELLMAN moved to strike out all after the words "President's cabinet" and the motion was seconded.

MR. WELLMAN: I think this is a step in the direction of paternalism. We have federal maternity aid, federal everything else and I don't believe in it.

MR. WINDSOR: I am opposed to the general principles of the Towner-Sterling Bill. It is bound to lead to nationalization of our education.

Mr. Wellman's motion was put to a vote and the motion carried.

MR. WINDSOR moved that the following words be stricken out:

"Re-indorse the principles embodied in the Towner-Sterling Bill and"

The motion was seconded.

DR. WYER: I have been interested to note the considerable change in sentiment of this body within the last two years. The Towner-Sterling Bill with the same provisions to which objection is made today has been approved at two or three previous sessions of the A.L.A. I am at a loss to understand the radically different opinion in the discussion that has come up today. I would be glad for a little discussion further that would be more specific than the mere statement that we are opposed to the government controlling anything.

MR. HENRY: Just as sure as we have an educational member in the cabinet the general educational theories of the country will be largely dominated from that center. If we don't want that it seems to me the thing we ought to do is to vote down this resolution. Personally, I don't feel that way because I know that a person may grow up as an ignoramus in one state and come to another state and be just as ignorant here as there. Our only hope of making any high level of education anywhere is in having such federal control that those who neglect or refuse to educate their children may be aided

and helped, or even driven, to do something. So, personally, it seems to me that the resolution is a good one.

MISS TYLER: If any of us have dipped into the life of John Marshall and read of the struggles to establish the federal idea in the face of the opposition of the state, we realize that this is a very vital question. If we are to decide this now on the off-hand opinion of those who are for or against federal aid in any manner whatsoever, it seems to me quite serious.

MR. WINDSOR: I would like not to approve the principle at all; but, having approved it as an Association, I think Miss Tyler's point is well made that we should not lightly throw overboard the whole proposal.

Mr. Windsor's motion was put to a vote. A division was called for. The vote was 20 ayes, 14 noes and the amendment carried.

THE PRESIDENT: The question is now on the adoption of the resolution offered by the Committee and amended, so that it now reads:

Resolved, That the American Library Association urge the creation of a federal department of education with a secretary in the President's cabinet.

Are you ready for a vote?

MR. WELLMAN urged that the members vote No.

MR. WINDSOR explained that he was only in favor of this because it was a lesser evil than the resolution as originally submitted.

MISS TYLER moved that the resolution be referred back to the Committee on Federal and State Relations and the motion was seconded.

The question was put to a vote. A division was called for. The vote was 18 ayes, 13 noes, and the motion carried.

THE PRESIDENT: It is referred back to the Committee on Federal and State Relations.

JOSEPHINE A. RATHBONE of the Pratt Institute Library School, Brooklyn, spoke on

STANDARDIZATION OF LIBRARY SERVICE

Following is a summary of her address:

Librarianship is a new profession and it has not yet evolved definite standards of service as has been done in law, medicine, and, to a great extent, in education. Recognition of the need for such standards and for official certification of the fact that individual workers have reached the standards has come to be quite general. For several years a committee has been at work on the subject of national certification but so far no action has been taken looking to the formation of a national board of certification. A preliminary to the successful operation of such a board,

however, is a knowledge of the schemes of service now used by individual libraries, whereby their assistants are classified or graded and their efficiency recorded.

A member of the Committee on Certification, the writer has attempted to gather the facts concerning the usage in about 30 of the largest libraries in the country. The result shows a great diversity of practice. The grades vary in number from two to eleven,—libraries under municipal civil service having as a rule a greater number of grades than libraries that control their own service. The latter libraries have many more exempted positions at both ends of the scale than those under civil service regulations. Fifteen of the libraries reporting have a non-professional class of service for clerical and manual work,—work that in many cases, as typing or book mending, requires special training of quite a different kind from that of the professional worker.

The libraries differ not only in the number of grades but as is natural in the qualification, duties and status of the workers in each grade. Therefore comparison of requirements, duties and salaries between corresponding grades in different libraries is difficult if not impossible, and it would seem that before an inter-library certification scheme can become effective, there must be a preliminary effort toward systematizing library service.

DR. HILL: What Miss Rathbone has said is absolutely true—that we must have some scheme of this sort and that it is possible. I am quite willing to leave this question of certification in the hands of her committee—for a little while any way.

DR. WYER (in response to a question): In the New York State Library there are non-professional grades for pages, stenographers and clerks. The grades for library assistants are separated by the matter of salary. An assistant beginning at a certain salary achieves promotion and automatically goes into the next grade above, it being assumed, in default of any definition of her duties, that she has earned a more responsible position.

DORSEY W. HYDE of the Chamber of Commerce of the United States and president of the Special Libraries Association presented the following tentative resolution for the consideration of the Council:

Whereas, The United States Department of Commerce has embarked upon a program of constructive service to American industries, with the object of reducing manufacturing costs, standardizing trade methods and the elevation of business ethics in general;

Whereas, The American librarians are directly affected by these activities of the Department of Commerce, because they involve

an increased use of the facts and information stored in business books, trade publications and the like;

Therefore, be it

Resolved, That the members of the American Library Association, in convention assembled, express their readiness and their desire to further the constructive activities now being carried on by the Department of Commerce under the leadership of Hon. Herbert Hoover, Secretary; and that as individuals and as members of a professional body they pledge their co-operation and effort to supply accurate facts and information to American commerce and industry.

MR. HYDE moved the adoption of the resolution and the motion was seconded.

It was moved and seconded that the report be referred to the Committee on Federal and State Relations.

The motion was carried.

The meeting adjourned.

SECOND SESSION

The second session of the Council was held on Wednesday, June 28, 1922, at 8:00 p. m. PRESIDENT ROOT presided.

COMMITTEE TO CONFER WITH PUBLISHERS

The Secretary reported that this Committee, appointed at the Council meeting in December, 1921, had reported during the interim that it found the secretary had already made an appropriate and sufficient reply to the communication from the National Association of Book Publishers.

SPONSORSHIP FOR KNOWLEDGE

GEORGE WINTHROP LEE of Boston, member of the Committee on Sponsorship for Knowledge, presented the report of the Committee on behalf of MR. BELDEN, chairman, who was not able to be present. (For the report see p. 217.) MR. LEE stated that the Committee recommends the following resolution:

Resolved, That this report be considered final; the Committee discharged; and the central office of the American Library Association take measures necessary to officialize sponsorships to at least a hundred in number during the year beginning July 1, 1922.

It was moved and seconded that the resolution be adopted.

The motion was carried.

EDUCATION

Miss Wood presented the following resolution which she stated was a modification of

the resolution submitted at the previous session:

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every state and province, and a school librarian or supervisor for every school system—city, county, township or district. A recommended minimum service standard is at least one full-time school librarian for an enrollment of 1000 elementary and high school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

Adequate state or regional training facilities should be provided in library schools, universities, colleges and teacher-training institutions to prepare librarians for school library service. The educational and professional library qualifications, status and salary of the school librarians or supervisors should be equal to those of the teachers and supervisors with whom they serve.

The library should be adequately provided with books and equipment: it is the one laboratory which serves every department of school work.

Appropriations for school libraries in state and local budgets should be commensurate with those for other educational work.

Motion was made that the resolution be adopted and the motion was seconded.

There was discussion by several persons in which it was stated that the standard of one librarian for a thousand pupils was too low; that the adoption of such resolution is unnecessary; that the standard of one librarian for a thousand pupils is inconsistent with the Certain report; that the resolution will accomplish nothing, etc.

MR. WRIGHT: The first part of this report outlines a policy. I think we should approve that strongly.

MR. WRIGHT moved to strike out all after the second sentence and the motion was seconded.

MISS WOOD: This resolution has been scanned by school librarians in public library systems as well as school librarians working with school boards. Both groups have been consulted and this is the best thought of the school library group of your organization.

They are the ones who are behind it. The name of the American Library Association carries weight locally, and these librarians want to be able to say to their communities that the A.L.A. approves this.

MR. HENRY moved as an amendment to Mr. Wright's motion that there be added after the second sentence the following:

We, therefore, recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of one thousand elementary and high school pupils. Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

The motion was seconded.

The motion was carried.

THE PRESIDENT: The question is now on the adoption of Mr. Wright's motion as amended.

The motion was put. A division was called for. The vote was

12 for and 1 against adoption.

THE PRESIDENT asked that all members of the Council rise so that they might be counted to see if a quorum was present. Twenty-four were counted. THE PRESIDENT stated that the amendment had been adopted by a vote of 12 to 1.

The President: The question is now on the adoption of the resolution as amended, which is as follows:

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every state and province, and a school librarian or supervisor for every school system—city, county, township or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of 1000 elementary and high school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by state or local conditions.

The resolution was adopted.

WORK WITH THE FOREIGN BORN

MRS. ELEANOR E. LEDBETTER of the Cleveland Public Library, chairman of the Committee on Work with the Foreign Born, dis-

cussed the report of the Committee (see p. 228) and presented as a resolution the "Platform on library work with the foreign born" which appears near the end of that report.

It was moved and seconded that the resolution be adopted.

Speakers called attention to the possibility of cutting down the resolutions and the motion was withdrawn. It was then moved that the resolutions be referred back to the Committee for simplification and report.

The motion was carried.

LIBRARY TRAINING

THE SECRETARY presented the following communication which had been received by the Committee on Library Training on June 27, 1922, and which was transmitted to the Council by that Committee without recommendation:

The New Jersey Library Association at the meeting of April 29, 1922, appointed a committee to ask the Committee on Library Training of the American Library Association to recommend to the Executive Board of the A.L.A. that credits be given toward a certificate as a trained librarian for summer school courses and open courses under certain conditions.

As the Committee so appointed we wish to ask that recommendation below be made by the A.L.A. Committee on Library Training.

1st. That credit be given for the actual number of hours devoted to any given subject in a summer school in which the course in that subject shall be the full equivalent of the same number of hours of instruction and preparation and the same final examinations as in an accredited library school and under instructors of the same standing and technical training. It shall also be provided that the summer school and the course in any given subject for which credits shall be allowed shall come up to any further standards which shall be set by the A.L.A. Committee on Library Training.

2nd. That credit be given in the same manner for work done in classes maintained by libraries and library commissions and for work done in open courses held by library schools with the same provision as made in section 1.

3rd. That upon a person completing the same number of hours in a given subject as required in a regular library school and passing a satisfactory examination (which will be shown by the number of credits) the A.L.A. Executive Committee will authorize the library commission of a state or any

other body performing the functions of a library commission to issue to that person a certificate of training in that subject. When there is no library commission in a state, or body performing the same functions, then the A.L.A. Executive Committee may issue such a certificate.

It is not the intention to make a short cut in library training but to enable librarians by attending summer schools and courses for a number of years to finally obtain a certificate in a given subject. To enable them to do this, summer school courses will be graded so that within three years the same number of hours can be covered as in the regular accredited library schools. This will necessitate running different courses parallel to each other.

When this action is taken in New Jersey the summer school and classes held during the year will be so planned that the work will be graded and pupils may take either elementary, advanced or intermediate work in any given lines and be able in a period of time to complete the same course as given in regular library schools.

It was moved and seconded that the report be laid on the table.

The motion was carried.

PRESIDENT ROOT: Mr. J. I. Wyer was expected to report for the Committee on Federal and State Relations, but he is not here. Other resolutions have been suggested. Is the Committee on Resolutions prepared to report in regard to any of these?

MR. WRIGHT: There has been no meeting of the Committee.

Mr. Roden presented the following resolution:

Resolved, That the American Library Association records its deep interest and cordial approval of the project for the restoration of the library of the University of Louvain as a free gift and testimonial of fellowship from individuals, organizations and institutions representing the scholarship of America; and be it further

Resolved, That a copy of the resolution be transmitted to the Committee on the Restoration of the library of the University of Louvain.

The resolution was approved.

BOOK BINDING

MISS MARY E. WHEELOCK, chairman of the Committee on Bookbinding, discussed the report of the Bookbinding Committee (see p. 171) and asked for suggestions in regard to the committee's attitude on the poor quality of publishers' binding.

DR. RANEY explained the co-operation of

the Bookbinding and Book Buying Committees and moved

That the Council endorse the Bookbinding Committee in its efforts to better the mate-

rials and workmanship employed by publishers in their editions.

The motion was carried.

The meeting adjourned.

ANNUAL REPORTS, 1921-1922

ADMINISTRATIVE REPORTS

SECRETARY'S REPORT

Some of the outstanding features of the year ending May 20, 1922, are:

A constantly increasing membership,

The largest conference in the history of the Association,

A much enlarged distribution of A. L. A. publications,

Increased emphasis on the co-operative printing of reading lists and other material to promote reading and the use of books,

The beginning of a series of A. L. A. reading courses for use by libraries in promoting adult education,

Further development of the Employment Service,

The continuation of the recruiting-for-library-service campaign and the resultant interest aroused in library training,

An apparent increase in requests (in personal visits and by mail) for information on book selection, budgets, library publicity, library establishment and organization, the educational value of libraries, library training, traveling libraries, county libraries, school libraries, library buildings, etc.,

The assembling and preparation of typical publicity material comprising not only articles, but pictures, slides and exhibits; also scrapbooks, showing actual financial, book and library establishment campaigns, and

The establishment of closer relations with other organizations and agencies which are in a position to help in the promotion of library interest and in the extension and development of libraries.

Membership. Our records show 5735 on May 20, a gain of 12% since May 1, 1921. Thousands of personal and form letters, printed leaflets and circulars, and member-

ship application blanks have been distributed to the library profession to encourage membership in the A. L. A. The Membership Committee, the officers of the Association and the Headquarters staff have worked together in this campaign for new members, and other members of the Association have extended numerous personal invitations to join.

The U. S. Census Bulletin on *Occupations*, according to the 1920 census, indicates that there were 15,297 librarians in the United States in 1920 as compared with 7,423 in 1910. The membership of the A. L. A. in 1920 was 4,464 as compared with 2,005 in 1910.

The geographical distribution of the A. L. A. membership, as listed in the 1921 *Handbook*, is as follows:

North Atlantic division.....	2026
North Central division.....	1975
South Atlantic division.....	348
South Central division.....	255
Western division	560
All other	143

Total, 19215307

A beginning has been made in the recruiting of sustaining and contributing members in accordance with the provisions of the new Constitution and By-Laws.

Employment Service. More and more libraries are turning to the A. L. A. Employment Service for recommendations. Requests during the year have covered nearly every conceivable kind of position, with salaries ranging up to four or five thousand dollars; and almost limitless geographical distribution—not by any means comprised within the boundaries of the United States. The heavi-

est demand is for library school graduates, but registrants who have had apprentice training or satisfactory library experience are being placed also. There have been many inquiries for part time positions which would allow opportunity for some college or library school work, and these have received special attention.

Recruiting for Librarianship. John Cotton Dana's interview in the *New York Evening Post* on *Library work for young men* has been reprinted by the A. L. A. for distribution. A little statement by Christopher Morley is in the printer's hands as this report is being prepared. It will be entitled *The child and the book*. Requests for the recruiting placard, for *Library work an opportunity for college women*, reprinted last year, and for *Books and a vocation* have continued. Through the courtesy of the H. W. Wilson Co., 1,000 reprints of M. E. Hazeltine's *Recruiting for librarianship* have been added to the material available at Headquarters. A limited number of reprints were made from *Public Libraries* of F. K. W. Drury's *The library as a detective agency*. Several thousand copies of these pamphlets and leaflets suggesting the profession of librarianship have been placed in the hands of young men and women as the result of the work of the Recruiting Committee, the Headquarters office and co-operating librarians. Some requests for these items in large quantities have necessitated putting prices on them for quantity distribution, although they are still distributed in small lots free of charge.

Suggested articles and editorials on librarianship have been sent to hundreds of periodicals and the clippings show that in some cases, at least, the material has been printed. One of the most important contributions was C. H. Compton's article written at our request and published in *The Open Road* May, 1922. A few copies are available for distribution.

Thousands of letters have been sent to vocational advisors, librarians and others.

The Committee on Recruiting, and the Headquarters office have continued to work together. Further details will be found in the report of the Recruiting Committee.

State Chapters. Seventeen state associations were affiliated with the American Li-

brary Association by Council action on December 29, 1921, on the new basis. Several other state associations and one local club have made application for affiliation since then, and their requests will presumably be acted upon at the Detroit meeting. When all of the state associations have become chapters of the A. L. A. a very considerable number of the Council members will be the state representatives.

The object of this affiliation is to strengthen and unify library organization throughout the country. The state or local association ought to gain influence by becoming a member of an international organization just as a local Rotary club is stronger because it is a part of International Rotary; and the A. L. A. itself gains strength by having state representatives on its Council and by having an official connection with practically everybody in the library profession. From time to time the A. L. A. goes on record for certain things. If its statements to congressmen on tariff, copyright and government documents, and its statements to the general public on library revenues can be made in the name not only of a membership of five or six thousand librarians, but also in some measure, at least, in the name of all the members of all of the state and local associations, the A. L. A. is much more likely to gain its point.

A. L. A. Representation at Meetings. The Association has been officially represented by officers, specially appointed delegates or members of the Headquarters staff at meetings of six national associations, five national or sectional conferences, eight meetings of state library associations; and members of the Headquarters staff have made twenty-five or thirty talks to library school students, members of library staffs and other groups. Exhibits have been made at some of the general meetings and conferences, and at most of the meetings formal or informal talks have been made by the A. L. A. representatives. Further details are given in the report of the Committee on Reciprocal Relations with Other National Organizations, and in the January *Bulletin*, page 27.

Library Establishment. The growing popular demand for the establishment of public libraries where they do not now exist

is clearly indicated in the requests for help which come from various towns and cities, especially in the states without active library commissions. Opportunities have come to the A. L. A. during the last year which have enabled it to be of service in promoting the library cause in some of the largest cities in the country which are still without library service. In such cases the Headquarters office frequently outlines in brief a whole campaign of publicity and propaganda to stimulate and organize the local interest. A few publications are sent, and our miscellaneous publicity material is offered, with the result that there is usually a continuing correspondence until definite action has been taken. Always, however, the things which might be done in such cases and which might help in the development of libraries for many thousands of people are limited by many routine things which must be done by the Headquarters office staff. It is largely because of this general library promotional work which is not the direct responsibility of individual members, that the Association welcomes the annual dues of sustaining and contributing members and gifts from various sources.

Not infrequently libraries, and library agencies turn to the A. L. A. Headquarters for comprehensive suggestions for reorganization and extension or submit reorganization and extension plans for criticism. During the last year a few libraries and library agencies in widely separated parts of the country have profited by this service. Others desiring similar help have failed to receive it because of the many demands on the Headquarters staff.

County libraries. The publicity for the county library movement and especially for that more spectacular phase of the county library movement—book wagons—has resulted in a continual flow of correspondence from small towns and country districts. People want to know how library service can be brought to them. In the great majority of cases the requests come from states and provinces in which there are active library extension agencies and from persons who, apparently, have somehow been missed by the traveling library system which would be able to meet their needs in some respects. In not a few cases, however, the requests come from states or provinces in which there are no

agencies equipped to meet the needs. Sometimes the state laws have not authorized the development of any such agencies. In those cases the Headquarters office endeavors to put the inquirer into touch with the other people in the state interested in developing the necessary library departments, and to encourage local efforts toward the establishment of a community library on a temporary basis. Such inquiries serve to keep in our minds the fact that there are still many people in North America who are wholly beyond or without the influence of libraries; and that there is no other national or international agency than the American Library Association to which they can turn for help.

School Libraries. The school library movement is getting into full swing. Teachers' associations are adopting library platforms. State laws and regulations are being made which require the maintenance of adequate libraries in schools and the teaching of the use of books and libraries as part of the curriculum. All this is reflected in the requests received at Headquarters for school library plans, outlines of organization, information on courses in the use of books and libraries, information as to library schools offering courses in school library work, qualifications for school librarians and recommendations for positions. The most frequently recurring request is for the outline of a plan which will enable the public library and the school to work together in meeting these growing and changing demands for an adequate library service for the school system in all its branches.

Library War Service. The American Library Association continues to provide for some of the ex-service men in hospitals. Occasional requests for books and magazines come from hospitals which are not yet being served through government channels. Subscriptions have been entered for this purpose to 275 magazines since January 1, 1922. The Association is also providing two regular employees for advisory service in connection with the hospital library work for the men in what were until recently Public Health Service hospitals (recently transferred to the Veterans' Bureau). Newly appointed hospital librarians and assistants are also usually paid for one or more months from A. L. A. funds

in order to avoid the delay which would result if forced to wait for government appointment. Some incidental expenses are paid by the A. L. A. as necessary. In this way the hospital library service is being transferred gradually to the government with the prospect of a complete transfer not many months off.

The A. L. A. continues to pay a small portion of the salary of the librarian of the American Library in Paris who is also the European representative of the American Library Association.

During the last few months the more important War Service printed reports, lists, bulletins and miscellaneous leaflets and posters, together with mimeographed material, photographs, slides, clippings, etc., have been assembled and prepared for binding or some other means of preservation for historical purposes. This material is at present stored in a vault at the Headquarters office in Chicago. Members who served on the War Service Committee and those who worked in camps, hospitals, dispatch offices or at Headquarters are urged to visit the A. L. A. Headquarters office and examine this material or to communicate with us if there is any possibility that additional items may be found to be added to this file.

Requests for information which have grown out of the war service work continue to come to the A. L. A. office from men who were in the service, secretaries of welfare organizations who came in touch with the A. L. A. during the war, and from men and women throughout the world who look to the A. L. A. for suggestions, and not infrequently (but usually in vain) for books.

More detailed statements will be found in the report of the Committee on the Transfer of Library War Service Activities, and in the statement of the librarian of the American Library in Paris, appended to this report of the Secretary.

Books for the Blind. The *Booklist of Revised Braille* issued two or three times a year for the Committee on Work with the Blind, records ten books done into braille this year through the instrumentality of the American Library Association. That there is a continuing and growing interest in this

work is evidenced by the Committee's report and the Headquarters correspondence.

Publications. It is estimated that 297,000 copies of publications issued by the American Library Association have been distributed during the year ended March 31, 1922. A large portion of this distribution has been of small reading lists compiled and published usually because of the timeliness of the subjects.

Reading *courses* are another important feature of the year's work. Two of the courses have been issued, one on *Journalism* by a Dean of a university school of journalism, and one on *Accounting* by a professor of that subject in a university school of commerce. The plan is to have a series of courses on vocational and other subjects which will represent the best possible advice on these subjects, prepared by men or women who are specialists in their fields, and checked up by librarians in order that they may be usable in all libraries. The number of books selected will be kept down to six or eight whenever that is feasible. The courses are to be prepared for the man or woman who wants to read several books to a definite end, not for the man or woman who wants to read simply one book. It is hoped that libraries will find these a useful means of putting into the hands of inquirers expert advice instead of the necessarily limited advice which must often be given out by assistants at the lending desk or even the reference desk. It is also hoped that libraries will find it possible to distribute these courses, perhaps by mail, to people who ought to be interested in reading on the subjects, and so may eventually be able to report to the public that hundreds, perhaps thousands of persons are pursuing definite courses of reading through the instrumentality of the libraries—which ought to help libraries to convince the public that they are helping in the movement for adult and universal education.

The *Graded list of books for children* is probably the most important item published during the year. It was compiled by a committee of school librarians and school teachers appointed by the Library Department of the National Education Association. Comprehensive indexes have been prepared by the editorial staff at A. L. A. Headquarters and

the book should be ready for distribution by the time of the A. L. A. conference.

The number of new publications issued during the year ended May 20, 1922, counting separately the individual numbers of periodical publications, is 50. Thirty of them were prepared wholly or in large part at Headquarters. Nine publications were reprinted, some of them thoroughly revised. Numerous printed circulars about these publications have been issued and distributed, many of them in large quantities.

New Publications, 1921-22

- A. L. A. Bulletin, six numbers.
- A. L. A. Manual of library economy, chap. 19, The catalog.
- A. L. A. Reading course on accounting.
- A. L. A. Reading course on journalism.
- Annual reports, 1920-21.
- The Booklist (11 numbers).
- Booklist books, 1921.
- Booklist of revised Braille, Vol. 1, Nos. 5 and 6.
- Books and pamphlets on library work (envelope insert).
- Books and pamphlets on library work (for Trade List Annual).
- Books and thrift.
- Books for vacation (now printing).
- Boys' books.
- Business books for profit and pleasure.
- The child and the book.
- Children's books for Christmas presents.
- Conference program.
- Conference attendance register.
- Graded list of books for children (now printing).
- Historical reading list for children.
- Home planning.
- Library work—an opportunity for college women.
- Library work for young men.
- Mid-winter conference program, 1921.
- Plays for children.
- Plays of today.
- Resolutions on public questions.
- Revised form for library statistics (for college and reference libraries).
- Technical books 1921, A selection.
- The United States.
- Useful books for the home.
- Viewpoints in essays.

Wanderlust book shelf (now printing).

What is a reasonable income for your library?

Posters and Exhibits, 1921-22

- After college what?
- Children's reading exhibit.
- County library exhibit.
- McCutcheon cartoon poster.
- McCutcheon bookmark.

Reprints and New Editions, 1921-22

- A. L. A. Manual of library economy, chap. 16, Book selection.
- Binding for libraries.
- Book wagons.
- Books and a vocation.
- A County library.
- Foreign people in the United States.
- Mending and repair of books.
- Revised form for library statistics (for public libraries).
- Why join the A. L. A.?

Forthcoming Publications

- A. L. A. Catalog, Supplement, 1912-21.
- Essentials in library administration (new edition).
- Guide to the study and use of reference books (new edition).
- The Hospital Library.

The Booklist. The following statement is submitted by May Masee, editor:

"*The Booklist* completes the seventeenth year of its existence more firmly established than ever as a necessary factor of the work of the American Library Association. This is shown by the gradual but steady increase of circulation, all of which is now on an individual and paid basis and by the steady increase in the number of contributing librarians and in the quality of their contributions.

"The influence of *The Booklist* on the trade is shown in the remark of a salesman, 'Well I doubled my order on that today when I told the buyer that it was a *Booklist* small library book.' Buyers recognize the fact that *Booklist* titles are those which people want. This must be true as they are chosen from the consensus of expert opinion which is constantly being tested and proved by actual contact with the reading public.

"The addition of a children's librarian to

the editorial staff of the Association strengthens this feature of *The Booklist* and enables the staff to give more assistance in the preparation of the special lists. More of such lists have been prepared and are being prepared by the editorial staff than at any time in the history of the Association. Inquiries about books are increasing in number and all of them are referred to *The Booklist* staff.

"The editor of *The Booklist* wishes to thank personally and officially all contributing librarians and all the headquarters staff whose work makes *The Booklist*."

Subscriptions in May 1920, May 1921, and May 1922, are shown in the following table:

	May 1920	May 1921	May 1922
Paid subscriptions..	4,116	4,305	5,000
Institutional members and affiliated asso- ciations	579	658	Dis- con- tinued
Free List	118	119	115
Total	4,813	5,082	5,115

Library members and affiliated state associations formerly received *The Booklist* as part of their membership perquisites. This meant about 650 copies distributed each month without charge. On January 1, 1922, in accordance with Executive Board action, there was a change in practice, and *The Booklist* is now issued on a regular subscription basis at \$2.00 per year. About 400 of the institutional members have become subscribers.

Publicity. Of the total distribution of A. L. A. publications in the year ended March 31, estimated at 297,000, more than half (about 170,000) have gone directly or indirectly to the public. Reading lists and reading courses by the thousands have been put into the hands of possible readers and buyers of books. In one city fifty thousand copies of an A. L. A. list were distributed in one day. In all of the A. L. A. publicity to libraries about the reading lists and other book publicity material the emphasis has been placed on distribution outside the library. Some of the reading lists, reading courses and other similar materials have been sent to hundreds of house organs, trade periodicals and other magazines as well as to press associa-

tions and newspapers; and in some cases the material and lists have been reprinted and thus made available to many thousands of persons, stimulating, we hope, the development and use of libraries and an increased distribution of books.

Library establishment. The pamphlets *How to start a library* and *Why do we need a public library* are used almost daily in answering questions on these subjects. Many copies are distributed free of charge each year to communities attempting to establish libraries without the aid of library commissions, and a great many more are distributed by the library commissions and other similar agencies.

County libraries. The pamphlets *A county library* and *Book wagons* continue to be popular with library commissions and are used frequently in answering questions from communities in states without commissions. A few thousand copies have been distributed to rural welfare workers, rural school officials, farm papers, club women and other persons and agencies interested in country life development. The *County library exhibit* through the 25 sets sold and through sets exhibited by the A. L. A. at other than library conferences has reached many thousands of persons, with the county library idea and with the suggestion that the people in the country want books.

Business libraries. *Workshops for assembling business facts*, by Dorsey W. Hyde, jr., president of the Special Libraries Association, was written at our request and has been distributed by both the A. L. A. and the S. L. A. to large numbers of people. Copies have gone from the A. L. A. office to the members of the National Federation of Business and Professional Women's Clubs, to commercial clubs, chambers of commerce, house organs, business and trade magazines. It has been used successfully in answering questions from business men about the establishment and development of libraries for their officers and employees.

School libraries. Several thousand copies of a little leaflet, entitled *Constructive aids in school library work*, were distributed to teachers, principals, superintendents and li-

brarians in grade schools, high schools and normal colleges. The purpose was: first, to create an interest in school libraries, or to stimulate that interest where it already existed; and second, to promote the sale of some of the A. L. A. publications which are of value to school libraries. During the year several hundred copies of the Certain pamphlet *Standard library organization and equipment for secondary schools* have been distributed to school officials. Plans have been made with the co-operation of the chairmen of the School Libraries Section of the A. L. A. and of the Library Department of the N. E. A. to conduct voting contests at the Detroit conference of the American Library Association and the Boston conference of the N. E. A. on the best 25 books for a "Two-foot shelf for a one-room country school." The purpose is to stimulate discussion of school libraries in rural districts, and the clippings which have come from different parts of the country as the result of the first announcement through the Associated Press indicates that the results will be gratifying.

Library support. Nothing issued by the American Library Association in many years has been so widely reprinted as the library revenue resolution, adopted by the A. L. A. Council in December, 1921, and reprinted by the A. L. A. as a broadside under the heading *What is a reasonable income for your library?* Several thousand copies have been sold to library commissions for distribution to trustees, public officials, newspapers and others, and some copies have been distributed by the Headquarters office. The use of this statement in the newspapers of the country and the comment given it in editorial columns lead us to believe it commanded general attention. Surely all this will help to create a public sentiment which will demand better support for libraries. Scrapbooks illustrating the financial campaigns in two or three cities, either for library buildings or increased appropriations, have been prepared by the Headquarters office and have been used almost constantly in other communities as suggestions for similar campaigns.

General book publicity. Reading lists issued during the year covered the following subjects:

Home planning.

Useful books for the home.

Business books for profit and pleasure.

The United States.

Books and thrift.

Wanderlust book shelf.

Others are mentioned under Children's reading.

Reading courses were published on Accounting and Journalism. In addition to the distribution which these obtained through libraries a few thousand copies have been distributed directly to persons and agencies where they would receive special attention and where they might be brought to the attention of many others. There has also been a good distribution through libraries and otherwise of the McCutcheon cartoon poster and book mark, reprinted from the *Chicago Tribune*.

Effort has been made to encourage libraries to have a part in every public movement. Nearly every week is now assigned to some cause or some movement, and the publicity which grows out of the observance of these "weeks" and "days" offers librarians ready-made opportunities to stimulate book distribution. In a few cases relations have been established also between the A. L. A. Headquarters and the headquarters of other organizations interested in these movements, in order that books might be given their place in the official program.

Children's reading. Four important contributions to book publicity in this field have been made by the A. L. A. during the year: The *Children's reading exhibit*, *Children's books for Christmas presents*, *Boys' books*, and *Books for vacation* which is in the printer's hands as this report is being written. The 45 sets of the exhibit which were sold and others lent by the A. L. A., have been shown to scores of large groups of people by libraries and library commissions, and the book lists have been distributed in large quantities, so that the first three items mentioned, the exhibit, the Christmas list and the boys' list, may presumably have brought the book idea to the attention of several hundred thousand people. An important fact is that the general reading lists and the children's reading lists are usually reprinted by one or more periodicals, so that the distribution is much

in excess of the number of copies printed by the A. L. A.

Recruiting for librarianship. This is largely publicity work but is reported in another paragraph.

Library publicity. The growing recognition on the part of libraries of the importance of keeping the book idea and the library idea before the public has resulted in the assembling at Headquarters of a considerable amount of material illustrating library and book publicity. This consists of scrapbooks showing how some libraries advertise, of pictures, reports, etc.—all of which are available for loans to libraries.

Newspaper and magazine articles. The time which could be devoted to publicity during the past year has for the most part been given to the development of the reading lists and reading courses and their adequate distribution through libraries and otherwise as stated above. Some dozens of articles have, however, been written at our suggestion for the general magazines, and many newspaper stories have been given to the press associations as well as to individual newspapers. Material for newspaper and magazine articles is being collected and organized at the Headquarters office constantly and is being used by all sorts of reporters and writers. There would be much greater use if we were able to assemble more material.

Photographs and slides. The collection of photographs available for exhibits and for reproduction in newspapers and magazines has now increased to several hundred and many of the best pictures have been reproduced in the form of lantern slides. The slides have been used during the year for lectures to library school students, for public addresses in communities conducting library campaigns, for library development and in other similar ways.

A. L. A. Finances. The increased membership and the increased dues have combined to produce an income for the General Fund somewhat larger than it has been in the past. The conference registration fee required by the new By-Laws should provide \$1500 or \$2000 more. To a large extent the additional funds will be absorbed by the increased expenses of a larger association and larger con-

ferences and by minor increases such as those growing out of the new method of voting, etc.

The Publishing Funds are much increased because of the increased sales of publications. The net gain in this item for 1921 over 1920 was \$7,665.42, or 49%. The gain in the twelve months ending April 30, 1922, over the twelve months ending April 30, 1921, was \$9,056.64, or 50.9%. But the gain does not represent profit. The prices on A. L. A. publications are kept at a figure which is meant to cover overhead, but not to provide a surplus.

The fiscal year of the Association ends on December 31. The Treasurer's annual reports are found each year in the January *Bulletin*. Financial statements are also published in the various numbers of the *Bulletin* throughout the year, and a summary for January 1 to April 30, 1922, is printed at the time of the conference.

In the committee reports this year, and perhaps every year, will be found recommendations which would involve additional expenditures by the committees or by the Headquarters office, frequently by both. Unquestionably many of these recommendations would meet with the approval of members of the Association in general, and, if carried out, would help in the development of librarianship and of libraries. One committee recommends that Headquarters office be instructed to undertake a piece of work which was undertaken several years ago and which failed then as it will fail again unless the Headquarters office can put time and money into that work. Another committee is trying to do on a volunteer basis what would normally cost some \$20,000 a year. And still another committee specifically recommends that the A. L. A. employ an additional Headquarters assistant who shall be a specialist in a given field. The Headquarters office correspondence would disclose the need for similar specialists in other fields as well as many opportunities for service which the Association must now forego because of a lack of adequate resources.

Our Chicago Host. The Association continues to be under obligations to the Chicago Public Library for the Headquarters offices. This courtesy is the more appreciated when it is understood that the Library itself

is in need of space to meet the demands of its rapidly expanding work. The activities of the A. L. A. are growing rapidly also and the necessity for more space is a matter for early consideration.

In General. The year's work of the American Library Association is told in the reports of committees and officers, in the *A. L. A. Bulletin* (including the *Handbook* and *Proceedings*), *The Booklist*, the other A. L. A. publications and in the library periodicals.

Nowhere are all the facts, or even the outstanding facts, assembled. This report reviews simply the work of the Headquarters office with suggestions here and there of the work of others.

Grateful acknowledgement is made to staff, officers, committees and other members whose combined efforts have made this a year of unusual accomplishment.

Respectfully submitted,

CARL H. MILAM, Secretary.

PUBLICATIONS—COSTS AND SALES

Payments for Publications, April 1, 1921, to March 31, 1922

Cost of publications:

A. L. A. Catalog, 1912-1921, editorial expense	\$ 633.00
A. L. A. List of subject headings, storage on plates.....	36.00
Binding for libraries (reprinted).....	49.50
Book wagons, A county library with rural book delivery....	108.78
Booklist	3,556.67
Booklist books, 1920.....	434.80
Booklist books, 1921.....	396.04
Books for boys and girls (reprinted).....	137.50
Children's reading exhibit.....	451.71
A county library (four-page leaflet).....	103.50
County library exhibit.....	493.96
Graded list of books for children, editorial expense.....	155.00
Guide to reference books (reprinted).....	389.85
McCutcheon bookmark	80.25
McCutcheon cartoon poster	69.25
Manual of library economy, chaps. 4, 9, 13 (revised) and 19, including storage on plates.....	840.50
Mending and repair of books (reprinted).....	92.00
Plays for children	1,414.18
Reading lists:	
Books and thrift.....	148.77
Business books for profit and pleasure.....	205.37
Children's books for Christmas presents.....	838.55
Home planning	102.10
Plays of today	118.01
The new voter	11.50
The United States	254.25
Useful books for the home.....	163.00
	<hr/>
	1,841.55
Viewpoints in biography.....	505.90
What is a reasonable income for your library.....	77.50
Workshops for assembling business facts.....	66.22
	<hr/>

\$11,933.66

Sales of Publications, April 1, 1921, to March 31, 1922

The Booklist:

Subscriptions	\$9,909.33
Extra copies	271.44

\$10,180.77

Handbook 5, Binding for libraries	221	31.11
Handbook 6, Mending and repair of books.....	1,053	241.96
Handbook 8, How to choose editions.....	80	11.64
Handbook 9, Normal library budget	48	6.74
Handbook 10, Manual for institution libraries.....	11	2.71

Handbook 11, Some principles of business-like conduct in libraries	176	42.63	336.79
Tract 2, How to start a library.....	59	6.06	
Tract 4, Library rooms and buildings.....	146	9.48	
Tract 5, Notes from the art section.....	10	.94	
Tract 10, Why do we need a public library.....	167	11.45	27.93
Foreign lists, French fiction	14	1.32	
Foreign lists, French literature, recent	25	5.63	
Foreign lists, German	7	3.15	
Foreign lists, Polish	6	1.38	
Foreign lists, Russian	7	3.40	
Foreign lists, Swedish	2	.48	15.36
Reprints, Bostwick, Popularizing music through the library..	4	.67	
Reprints, Buying list of books for small libraries, 3rd edition..	1,149	248.55	
Reprints, Certain, Standard library organization and equipment for secondary schools of different sizes.....	372	138.87	
Reprints, Inspirational influence of books in the life of children	4	.19	
Reprints, Some present day aspects in library training.....	13	.75	
Reprints, Some recent features in library architecture.....	77	3.92	
Reprints, Making maps available.....	56	3.11	
Reprints, Statistics of libraries, 1917.....	1	.05	396.11
League publications:			
Aids in library work with foreigners.....	33	4.72	
Directions for the librarian of a small library.....	47	6.83	
League Handbook, 1916	9	4.15	15.70
A. L. A. Manual of library economy, chapters as follows:			
1, American library history	97	14.83	
2, Library of Congress.....	43	7.72	
3, The state library	43	7.52	
4, College and university library (revised).....	375	56.36	
5, Proprietary and subscription libraries.....	31	5.39	
6, The free public library.....	48	8.61	
7, The high school library.....	230	34.49	
8, Special libraries	71	12.55	
9, Library legislation (revised).....	362	57.61	
10, The library building (revised).....	198	25.73	
11, Furniture, fixtures and equipment.....	158	22.78	
12, Library administration	147	18.26	
13, Training for librarianship (revised).....	1,016	142.21	
14, Library service	74	11.23	
16, Book selection	225	23.62	
17, Order and accession department.....	283	30.59	
18, Classification	259	31.65	
19, The catalog	984	131.12	
20, Shelf department	182	22.69	
21, Loan work	232	25.86	
23, Government documents	124	18.62	
24, Bibliography	224	26.71	
25, Pamphlets and minor library material.....	230	32.96	
27, Commissions, state aid, etc.....	34	5.88	
30, Library work with the blind.....	48	8.34	783.33
Reading lists:			
Books and thrift	11,239	269.96	
Business books for profit and pleasure.....	9,111	218.40	
Children's books for Christmas presents.....	56,320	1,367.10	
Home planning	1,560	29.30	
Plays of today	997	108.26	
The new voter	1,402	17.70	
The United States	6,476	377.79	
Useful books for the home.....	12,729	226.70	2,615.21
A. L. A. Bookbinding Committee:			
Lettering on library books.....	89	8.61	8.61
A. L. A. Catalog, 1904-11.....	134	227.53	
A. L. A. Index to general literature.....	27	150.60	

A. L. A. Index to general literature, supplement.....	28	104.40	
An apprentice course for small libraries.....	182	176.65	
Book wagons, A county library with rural book delivery..	1,670	135.01	
Booklist books, 1920.....	1,021	315.03	
Booklist books, 1921	2,094	410.09	
Books for boys and girls.....	324	76.18	
Catalog rules	582	534.76	
Cataloging for small libraries.....	278	522.20	
Children's reading exhibit	sets 49	490.00	
Collection of social survey material.....	36	5.28	
County library, four-page leaflet.....	8,610	204.93	
County library exhibit	sets 25	450.00	
Guide to reference books.....	608	1,680.70	
High school list	108	52.48	
Hints to small libraries.....	33	24.49	
Hospital list	22	6.49	
Index to kindergarten songs.....	25	41.68	
Index to library reports.....	5	4.80	
Library buildings	6	.75	
Library efficiency test.....	98	23.89	
List of economical editions.....	8	1.15	
List of music and books about music.....	26	8.51	
List of subject headings	542	1,987.80	
List of 550 children's books.....	67	9.90	
McCutcheon bookmark	23,871	103.10	
McCutcheon cartoon poster	3,110	193.33	
Periodicals for the small library.....	342	78.56	
Plays for children	533	745.95	
Scientific management, List of books on.....	9	.85	
Shakespeare, Brief guide to the literature of.....	25	11.55	
Special indexes in American libraries.....	18	1.73	
Subject headings for catalogs of juvenile books.....	56	91.06	
Subject index to A. L. A. Booklist, vols. 1-6.....	13	3.23	
Subject index to A. L. A. Booklist, vol. 7.....	32	3.03	
Viewpoints in biography.....	747	419.26	
Viewpoints in essays (advance orders).....	6	3.60	
Viewpoints in travel	228	123.69	
What is a reasonable income for your library.....	8,825	50.75	
Workshops for assembling business facts.....	289	54.33	
A. L. A. Bulletin and Proceedings.....	171	74.50	9,603.82
			<hr/> \$23,983.63

NECROLOGY (REPORT BY THE SECRETARY)

During the past year the Association has lost by death twenty-six of its members. The list follows. Brief biographical notes will appear in the *Handbook* of the Association for the current year:

Edward B. Adams, librarian Harvard Law Library, Cambridge, Mass., died March 24, 1922.

James L. Autry, trustee Public Library, Houston, Texas, died Sept. 28, 1920.

Dr. Ida Clarke, president Board of Trustees Public Library, Youngstown, Ohio, died March 2, 1922.

Joseph F. Daniels, librarian Public Library, Riverside, Calif., died September 17, 1921.

Elizabeth B. Faucon, custodian Reading Room Pratt Institute Free Library, Brooklyn, N. Y., died September 15, 1921.

Walter Greenwood Forsyth, custodian Barton-Ticknor Department, Public Library, Boston, Mass., died December 27, 1921.

Grace E. Inman, 135 Parade Street, Providence, R. I., died December 29, 1921.

Dr. Frank S. Johnson, chairman Book Committee, John Crerar Library, Chicago, Illinois, died April 23, 1922.

John W. Jordan, librarian Historical Society of Pennsylvania, Philadelphia, Pa., died June 12, 1921.

Mrs. Thomas L. Montgomery, Harrisburg, Pa., died Oct. 16, 1921.

John Grant Moulton, librarian Public Library, Haverhill, Mass., died July 8, 1921.
 Benonine Muse, assistant reference librarian University of Texas Library, Austin, Tex., died July 9, 1921.

Eunice Rockwood Oberly, librarian Bureau of Plant Industry, Department of Agriculture, Washington, D. C., died November 5, 1921.

Tomo-Saburo Sano, chief librarian Public Library, Yamaguchi, Japan, died May 13, 1920.

Mrs. Harriot H. (Pliny T.) Sexton, Palmyra, N. Y., died November 22, 1921.

May Seymour, editor of *Decimal Classification*, Lake Placid Club, N. Y., died June 14, 1921.

Lindsay Swift, editor library publications, Public Library, Boston, Mass., died September 11, 1921.

Hamilton B. Tompkins, director and member of Book Committee, Redwood Library, Newport, R. I., died December 23, 1921.

The following persons had formerly belonged to the Association, although not members at the time of their death:

William M. Bains, bookseller, 1213-15 Market Street, Philadelphia, Pa., died December 19, 1921.

John Vance Cheney, former librarian The Newberry Library, Chicago, Illinois, died May 1, 1922.

Lucinda McAlpine, former librarian, Public Library, Newton, Kansas, died January 31, 1921.

Mrs. Helen J. McCaine, Public Library, St. Paul, Minn., died March 30, 1922.

G. B. Meleney, 1047 First National Bank Bldg., Chicago, Ill., died March 5, 1922.

W. P. Payne, formerly president Board of Trustees, Public Library, Nevada, Iowa, died October 21, 1921.

Charles Delamater Vail, librarian Hobart College Library, Geneva, N. Y., died July 25, 1921.

Edward Harmon Virgin, former librarian General Theological Seminary Library, New York City, died Nov. 14, 1920.

Nina T. Waddell, La Jolla, Calif., died June 22, 1921.

The above list was prepared by Mrs. Henry J. Carr.

LIBRARY WORK FOR EX-SERVICE MEN IN HOSPITALS 1921-22

In the conduct of any work especially work of an administrative nature which is done under pressure it is well to pause from time to time to study the situation to see how far one has travelled along the road and the direction in which one is moving, for the important question is not where we are but where we are going. For librarians the A.L.A. meeting is the time to bring to light the results of this introspective study and if one be honest in the report made of it, the results should be of value to one's co-workers.

In order to listen understandingly to such an introspective study it should be borne in mind that it is like a piece of tapestry, that if at one moment it is the picture, somewhat idealized by distance, that challenges attention, the next moment it is the knotted side with threads cut in unexpected places, or apparently unrelated colors brought together, which is shown. Both sides are important, the idealized picture must be borne in mind in order to give direction to the work to be done to make it possible to pick up intelligibly the thousand unrelated threads of varying color and texture and so make the dream a reality.

In reviewing the year's work (for ex-service men in government hospitals) there are six events which stand out in a striking manner.

1. The most striking event, and doubtless the outstanding fact in the development of hospital library service during the year was the Congressional appropriation of \$100,000.00 for books, magazines and newspapers for ex-service men in hospitals which became available on July 1, 1921.

2. The transfer of the work conducted by the American Library Association with the entire personnel of 32 people, which was made July 1 to the Public Health Service thus assuring that the expenditure of these funds would be in the hands of librarians who were familiar with the work in hospitals, the work done and the ideals sought.

3. The establishment of the work under civil service. On October 1 the Civil Service Commission gave certified status to all librarians and assistants who were in the

employ of the American Library Association when the work was transferred. This made it possible to continue the work without a break.

4. The recognition of the Surgeon General and the doctors associated with him of the need for at least one professionally trained and experienced librarian in each hospital of 300 beds.

5. The gradual recognition by doctors in hospitals that the medical libraries would be of more value handled by a professionally trained librarian and the realization that the libraries for the medical staff and patients would be administered under one head—the librarian.

6. The transfer of the library work with the other hospital work for veterans from the Public Health Service to the Veterans' Bureau on May 1, 1922.

In the events leading up to the transfer of hospital work from the A.L.A. to the government and the conduct of the work during the year it is no exaggeration to say that it was possible only because of Assistant Surgeon General Lavinder's far seeing vision and his sympathetic understanding of the task to be undertaken. It was his vision of the possibilities of this work and its need in hospitals that convinced the secretary of the Treasury that the expenditure of funds for such an undertaking was advisable when all expenditures were being cut, and it was his understanding and appreciation of the difficulties that lay in the path of anyone who undertook the establishment of new work under the government that gave courage to the workers who had the task in hand.

Dr. Lavinder's vision made the work possible but he was ably backed by the understanding on the part of the A.L.A. Executive Board of the difficulties connected with this work for ex-service men. The spirit of forgetfulness was abroad in the land, there was a temptation to forget the war and all that pertained to it. It might have been the story of Tommy Atkins had it not been for Mr. Meyer's committee and the Executive Board who realized that though the government had assumed the responsibility for the major portion of the work there was no reason for the A.L.A. to cease its interest,

and during the year Mr. Meyer has given of his time and thought in furthering this work. In addition to Mr. Meyer there have been other librarians scattered over the country who had served in army and navy hospitals during the war who continued their allegiance to the work. Miss Ideson of Houston, an overseas service woman, has not only expressed her interest in the work but has made real sacrifices involving the loaning of members of her staff to tide over emergencies arising in the Veterans' Hospital in Houston. Miss Mulheron has personally overseen the organization of the work in the Veterans' Hospital in Portland and other librarians too numerous to mention scattered over the country have loaned members of their staffs, supplied books on emergency call and have given the sort of service that has indicated their continued interest. (This means that so long as there is library work carried on for ex-service men the A.L.A. will fulfill its obligation.)

The most serious concern of those whose responsibility it has been to carry forward the work has been the ever difficult one of properly qualified personnel—for no matter what the vision of the leaders is—nor how great the sums of money allotted for the work, if there are not the people in the field with these same ideals and aspirations the work must fail—and this is not only the concern of those who are interested in veterans' hospitals but of all those who have the development of hospital library service at heart.

During the war there were literally hundreds clamoring to get into this branch of the service but again it is the case of "Tommy step aside" now that the guns have "ceased to shoot." Perhaps those who have the training of workers for the profession have failed to see the possibilities for service here. To be sure in the veterans' hospitals and many of the largest city hospitals there have been "outs" with this work, the same "outs" which usually accompany a government position and the establishment of any new work in a highly organized institution such as a hospital. In contrast to this there has been such a chance for varied service as seldom comes to the average librarian. It is a service calling for the best library training plus a varied

experience and good personality. Louise Singley, a library supervisor in Public Health Service now Veterans' Bureau, writes:

I am constantly being more and more impressed with the necessity of keeping this service in hospitals in the hands of fully trained and experienced librarians at all hazards. With ten years previous experience in the Pittsburgh Library as supervisor of an extension division, and at the same time instructor in the library school conducted by that library, plus three years service in army and navy hospital libraries during the war period, I am more and more impressed with the fact that this type of work requires more than any other fully trained and well equipped librarians in order to meet the emergencies that arise each day. At a glance, almost, the librarian must know how and what to suggest to the often mentally as well as physically ill person. She must therefore have her books and her tools, and her knowledge of sources at her fingers' ends in order to successfully aid these patients to a normal condition, for that indeed is her chief reason for existing in the hospital.

It seems hard to reconcile such a statement as this with the feeling expressed by the head of one of the largest public libraries in the country, "There is no opportunity for professional development in hospital library work"; and in the statement of the head of one of the library schools who wrote that she was glad that one of her "nice girls had resigned from a veterans' hospital for the conditions under which she was working were so hard." And another head of a library school who advised one of her girls not to take up this work for there was "so little opportunity for self culture." Again there was one who constantly offered public library positions to a hospital librarian who was carrying on unusually successful work with patients in a mental hospital, because she felt that the greater professional opportunity lay in public library work. Fortunately library schools are not all given over to training "nice girls" who are going to resign when working conditions are hard nor do all the leaders in these schools advocate self culture or professional advancement as the end to be desired.

It was from the library schools that the majority of hospital library positions were filled during the war but the tendency in the schools, as everywhere, has been to settle back into pre-war grooves with the emphasis

placed on training for public library work. It is for those of us who are interested in hospitals to show the schools that in hospital service lies a field for special training where the emphasis must be put upon therapeutic value of books. We hear a great deal of talk about mental food but has there ever been a scientific study of books from this angle?

It is hard to compare the various types of library work from the point of view of the individual for it is hard to know what each person counts as worth while, and it is hard to learn the underlying motives governing the choice made for one rather than another line of work for "some may be working for money and some may be working for fame." But there would seem to be much real satisfaction from realizing that one had kept a boy from life in a mental hospital as one boy testified the "book cart" had done for him. To a book lover I can imagine no greater joy than in introducing a tuberculosis patient to Stevenson and Dr. Trudeau.

The majority of those who are in hospitals testify to the satisfaction in the service, and when one thinks of the work in veterans' hospitals with nearly a half million books circulated, it is not the numbers which are inspiring but the quality of the service which can compare favorably with library service anywhere. Take for instance Ft. Bayard, a tuberculosis hospital of 1,000 beds. Here the librarian finds one man who starts out with the modest request to read books of "some of the old fellows who have some style and who can really write," and finds that he is requesting later such things as Butler's *Way of all flesh*, Swift's *Tale of a tub*, and *Battle of books*,—Carlyle's *Sartor Resartus*, to study real satire; from that he branches off to poetry—"just lots of it, please,"—and reads all the best we have, Shakespeare, Keats, Dryden, Scott, Kipling, etc., along with critical studies of English composition, poetic construction, and short story writing, to help him in his literary attempts.

Another is interested in all the various expeditions. This involves sending away to museums and institutions conducting these enterprises for contemporary information.

Next we come upon the man who requests

"lots on forestry" as he also intends this as his vocation out here, after he "escapes from Uncle Sam's sanatorium." After exhausting the hospital's limited supply, the university, state and city libraries in the vicinity have very generously helped with short loans of material that has not yet found a way to the hospital library.

Repeatedly comes the request for chess manuals and game manuals of various kinds to help "beat the other fellow." Again, the baseball fans, in heated arguments, ask for *Sporting News*. This is supplied by the generosity of the president of the American League for Professional Baseball; the editor of the *Sporting News*, and his wife, send numbers of copies of the paper and the annual *Record Book*.

Truly the librarians find with Cowper, that "books are not seldom talismans and spells," and that they help as nothing else can to show the patient—who may spend months and even years in bed—a very definite "way out." They can help in the cure as nothing else can do, swing the pendulum from the tendency to constant consideration of the physical condition of life to the much more important condition—the mental attitude that is brought to bear on this very troublesome and many times very serious physical condition. A refreshed mind can much more successfully meet the repeated pain or hemorrhage than one worn and tired with the dread of thinking of the next attack. Hence the distinct therapeutic value of the lightest fiction, plus the other more worth while things in their curative power.

As one man unconsciously expressed it, he "in desperation" began to read Stevenson's stories to "see how one T.B. who really had it badly managed to get away with it."

And so cases could be cited endlessly to prove that the hospital is no place for the mechanics of library work. It is the knowledge of books plus the knowledge of human nature that spells success in this work. It is no place for people trained only for the comfortable places—the well worn roads—it is for those who can interpret their training-knowledge and experience in terms of service.

CAROLINE WEBSTER,

In charge of hospital work.

AMERICAN LIBRARY IN PARIS

The plans of my predecessor, Dr. Carlton, for the organization of the Library are described by him in an article in the *Library Journal*, October 15, 1921, entitled, "The American Library in Paris, Inc." The history of the Library during the year 1921 is contained in the *Year-book* of the Library just published.

The immediate problems of the Library are:

(1) The establishment of closer relations with other organizations interested in international service, particularly the Carnegie endowment for international peace, and the Comité France-Amérique, both of which are especially concerned with a closer rapprochement between France and the United States, and also the establishment of closer relations with the University of Paris, the American University Union, and other institutions and societies interested in American thought and in American achievement. The most important action taken by any organization having international affiliations was the passage of a resolution by the Paris Post of the American Legion, recommending recognition of the Library by the general organization.

(2) The organization of national committees to advise and assist in the development of the Library. With this in view, the Trustees at their meeting, December 13 last, passed an amendment to the constitution providing for the appointment of an advisory committee, to be chosen from among the most distinguished French men of letters, statesmen and publicists, an American committee, empowered to solicit endowments, donations and additions to the list of patrons and life members, and a British committee with similar powers.

(3) The establishment of closer relations with other libraries in Paris. The aim of the Library is to supplement rather than duplicate other libraries in the community, and to transfer to them any material which may be of greater use as parts of their collections.

(4) Establishment of such departments of service in the Library and of such branches of the Library in other parts of the city as will enable it to secure the largest circulation of its book collections and at the same time

carry on its research work effectively and economically.

Additional Resources and Publicity

The most important addition to the financial resources of the Library during the year was the gift of \$25,000 from the American Library Association to be added to the endowment fund. The largest and most important contributions to the book collections were received from the Confederate Southern Memorial Association, from the University of California, and from the Aero Club of America Foreign Service committee. The first consisted of Southern history and literature, the second included a complete set of the University's semi-centennial publications, and the third a carefully chosen library on aeronautics.

Beginning January 23, the director has undertaken the editorial management of a weekly book column in the *Chicago Tribune*, European edition, and beginning April 3, weekly contributions to the *New York Herald*, European edition, relating to the literature of subjects of current interest. Periodical notes on the contents of the current English reviews have been sent to the *Daily Mail*, Continental edition.

Because of the inadequacy of the collections, the limited staff, and the crowded conditions of the Library rooms, there has been no special publicity either among British or French readers.

Use of the Library

There are now 3075 registered card holders. Of these, 44 per cent are American, 25 per cent British, and 22 per cent French. In the use of the reference room also Americans lead, the French here coming second, and the English third. The exact figures are Americans 36 per cent, French 33 per cent, British 18 per cent. The most interesting thing about these figures is that Americans do not form a majority, and that compared with last year's figures they show an increase in the number of French card holders greater than that of either Americans or British.

With the small staff it has been possible to do little research work, except as generous individuals have been found to do it for us. Still some service of importance has been

rendered both to libraries, to government bureaus, to institutions and to societies, as well as to individual inquirers.

International Service

Important as this local service is, and important as the service may become, particularly to the people of France, a much more important service may be rendered by assisting in building up American collections in French and other libraries in Europe, and by building up French collections in American libraries. With this in view, some studies have been made of the subject of international exchange of scientific publications and of library duplicates of value in University and other reference libraries, and the assistance of the officers of the Cercle de la Librairie and the Maison du Livre, has been sought in working out a plan for the selection of current French publications most suitable for purchase by American public libraries.

Books have been loaned to other libraries in different parts of Europe. The most noteworthy among these was a collection of contemporary American poetry which made possible a course in contemporary American poetry in the University of Strasbourg.

Information has also been given to inquirers both European and American in regard to the publishers of individual books and the literature of specific subjects.

It is, however, out of the question for the library to supply either the books or the information which it should until both its book collections and its staff are much enlarged.

Members of the American Library Association can probably do more than any one else to supply the need for books and magazines,—particularly sets in bound form.

A Library School

More important even than its direct service to readers, either in France or other countries is its potential service to other libraries. The director has been elected a member of the Association des Bibliothécaires français, and expects to publish in its *Bulletin* an annual list of American library literature. He expects also to have exhibits of this literature, and of photographs and other material illustrative of American library methods.

The Comité Français de la Bibliothèque

Moderne, organized largely through the efforts of Miss Carson and members of the American Committee for Devastated France, plan the establishment of training courses for those looking forward to work in the newer type of public library in which the members

of the Comité are interested. It is their hope that with the assistance of the leaders in this progressive movement these courses may be given in the American Library.

W. DAWSON JOHNSTON, Director,
American Library in Paris, Inc.

COMMITTEE REPORTS, 1921-22

BOOKBINDING

The activities of the A. L. A. Committee on Bookbinding for the year 1921-22 have consisted in part in the continuation of work included in the programs of previous years, with some new undertakings which have been developed in response to recognized needs in the course of our regular work.

The bookbinding exhibits have been used with apparently no lessening of interest, in ten library schools, summer schools and library institutes, in two state meetings, five public and three high school libraries, at the N. E. A. in Des Moines, and at the Iowa State Fair in connection with the exhibit of the Iowa Library Commission, twenty-two places in all.

In response to inquiries from several of the smaller publishers, the binding specifications for strong edition work, intended for the larger books of the reference type, which were prepared some years ago by the Bookbinding Committee, have been revised, the revision being included in this report. The co-operation of ten or more practical library binders of high standing and of supervisors of binding in large libraries in the preparation of details, has resulted in a set of workable specifications which are being brought to the attention of publishers in general through the National Association of Book Publishers. The cordial co-operation of former chairmen of the Bookbinding Committee in this work is gratefully acknowledged.

As the result of an apparent need, a set of general instructions for library binders has been compiled, covering many details of preparation for binding which some binders overlook, but which are important from the library standpoint. These were submitted to the same binders and supervisors as were the specifications for strong edition work, re-

ferred to above, and were approved in the main by all.

The question of inferior paper and bindings in the books of recent years is calling protests from various quarters. Complaints have been sent to several publishers concerning the conspicuous defects in certain books, the replies being varied in character and rather unsatisfactory. The Bookbinding Committee in co-operation with the Bookbuying Committee is taking the matter up in a more comprehensive way, with a view to securing the sentiment of a large number of librarians with specific examples of books whose lack of durability has attracted attention. With these specific examples as the basis of our appeal, it is planned to approach the publishers through the Secretary of the National Association of Book Publishers in the interest of improved durability in forthcoming books.

It must be recognized that, although the library trade may be a comparatively small item in book sales, libraries do introduce to large numbers of people and thus popularize the best books published, thereby indirectly increasing the sales through the regular book agencies to an incalculable extent. And we are confident that the publishers, knowing something of the value of the library trade, will give due consideration to our appeal for more serviceable books.

The rapid introduction of the oversewing machine into library binderies indicates its general acceptance as a necessary part of up-to-date binding equipment, notwithstanding its expense, which with the scoring machine (an indispensable adjunct which insures a flat opening for books made from the heavier papers) is a little more than \$4,000.

The prices of binding supplies and the binders' wage scales show a considerable reduction as compared with those of sixteen

months ago, which is reflected in occasional revisions downward in binders' price lists.

MARY E. WHEELOCK, Chairman
FLORENCE DOWDEN
SARAH L. MUNSON

Appendix

Binding Specifications for Strong Edition Work for Books of the Reference Type

Compiled by the A. L. A. Committee on Bookbinding, March, 1922

Paper. The quality of paper for reference books or other large volumes is of first importance, satisfactory binding being largely dependent on suitable paper. A desirable paper for such books is a light weight stock of firm, yet flexible quality, not highly calendered, but which takes illustrations well if illustrations are to be used. Inner margins should be not less than three-fourths of an inch in depth, and outer margins not less than five-eighths of an inch.

Sewing. Signatures should be composed of eight leaves, sixteen pages. The Smythe machine is commonly employed for sewing books of the type under consideration. Attention is directed, however, to the feasibility of the use of the oversewing machine, rapidly coming into use among binders doing work for libraries, and which produces an ideal sewing for large books having constant use. W. Elmo Reavis, 210 East Washington St., Los Angeles, Cal., will be able to furnish names of owners of oversewing machines in different cities.

A first-class grade of cotton thread should be used. The Intrinsic, Lock's and Myer's are three good makes. For the average sized book a No. 16 for the upper thread and No. 20 for the lower are commonly used.

A good length for stitches when the Smythe machine is used is one inch to one-and-a-half inches with space of five-eighths of an inch between stitches.

Lining, Rounding and Backing. A good lining is made from a rather light grade of canton flannel, cut to cover the back of the book to within one-fourth inch of top and bottom, and extending over on each

side one-and-a-half inches. After rounding and backing, the backs of the books are given a thin coat of flexible glue, and the strips of canton flannel are pasted and applied with the nap side to the backs while the glue is fresh. A soft, though strong grade of sateen or muslin may be used for lining instead of canton flannel. Super is entirely inadequate.

Joints. The lining thus adheres firmly to the back of the book; the part extending one-and-a-half inches on each side is pasted to the continuous end paper of some subdued tint,—a tan kraft or soft gray,—which has been stripped along the fold with a strong, although never stiff nor heavy muslin, thus making a double cloth joint which is entirely concealed when the book is finished. The cover is fastened to the book by means of the end papers, which are securely pasted in place with special care as to joints.

Boards. The best quality of cloth board should be used, suited in weight to the size and weight of the book.

Cover Cloth. Serviceable shades of buckram are the Holliston No. 91 (dark blue), and No. 92 (dark green); and the Interlaken No. 305 (maroon), No. 307 (dark blue), No. 309 (dark green), and No. 320 (green).

Pressing. Books should remain in press not less than twelve hours,—twenty-four hours is better,—or until thoroughly dry.

Finishing. All finishing should be done in XXD gold leaf.

To summarize: The requisites for edition work of a well made book of whatever size are a fair grade of paper, with type of size and spacing so arranged as to be easily readable, good machine sewing, careful rounding, backing and lining, joints adequate to the size and weight of the volume, suitable boards and cover material, proper pressing, and tasteful and durable lettering.

BOOK BUYING

At the threshold of this year's work, the Association was handed two challenges—one by the new tariff makers, the other by the Publishers' Copyright League. Each proposed

to resurrect a corpse buried these thirty years. To both of these menacing proposals our committees have given emphatic denial.

On July 21 the House passed, virtually without debate, the so-called Fordney Tariff Bill. In reference to books, this bill reversed the leading features of the McKinley Act of 1890, though of the same political origin. Under that Act, books in foreign languages had been put upon the free list, as also those for the blind. It had continued the policy, inaugurated in 1870, of freeing twenty-year old books; that, started in 1816, of exempting institutions; and finally the one of 1790, which lifted the duty from an immigrant's books and necessary household effects.

In the four tariff enactments since that date, equally divided between the two Parties, there was further advance in liberalism, culminating in the Underwood-Simmons Act of 1913, which reduced the rate (on English books under twenty years of age, not ordered by institutions) to 15% from the 25% prevailing since 1864, and removed textbooks from the dutiable list.

The new measure raised the rate to 20%, on American valuation—the estimated equivalent of 25%, on the accustomed foreign valuation—that is, restored the Civil War rate; and closed the free list to all save institutions and the blind, even limiting the former to two copies.

As this reversed our own national policy, which in turn falls short of the free trade in books general abroad, the Committee on Book Buying joined that on Federal and State Relations in protest to the Senate Committee on Finance. Their statement was widely seconded, with the result that in the Hearing of December 21, the Association's representative spoke in the name of the American Council on Education and bore the written endorsement of the American Association for the Advancement of Science, American Association of University Professors, American Chemical Society, American Economic Association, American Historical Association, American Philological Association, American Physical Society, American Political Science Association, Association of American Colleges, Association of Urban Universities, College Art Association, Conference of East-

ern College Librarians, Conference of Western University and College Librarians, Geological Society of America, Modern Language Association, National Education Association, as well as scores of educational institutions.

In co-ordination with this Washington address, nation wide publicity was maintained through newspapers and in correspondence with persons prominent in the field of education, science, art and scholarship. Particularly effective was the alliance with the American Council on Education, which arranged for the Hearing and then printed and broadcast our brief in Congress, and with the American Association of University Professors, through which Faculty petitions, especially in pivotal States, were arranged. All the while, steady contact with the Capitol was maintained by conferences and correspondence. In fact the rate compromise was effected after the Bill had gone to press.

These efforts have been gratifyingly successful. In the Senate Committee's revision, presented April 11, the rate is kept at 15%, on foreign valuation (25% if of American authorship), the limit on number of copies allowed free importation is removed, while the following are restored to the free list:

1. Foreign language books.
2. Books printed and bound more than twenty years.
3. The immigrant's books (and necessary household effects).

Duty-free textbooks are missed, but on this point reconsideration is probable, and it is but fair to add that the concession of unlimited importation was intended to meet this need.

In contrast with the publishers and booksellers, whose proposals, except where identical with ours, did not gain the Committee's favor, the manufacturers (printers, lithographers, binders) left distinct impression. Hence the rate compromise, the requirement also that the old book must not be in a new binding to escape duty, and the provision of a 45% duty on books the chief value of which lies in the leather binding. The Committee did not feel justified in jeopardizing the relief to serious readers by offering spirited advocacy of luxury items. The recognition accorded and the respect it seems to hold at

the end confirm the wisdom of this initial decision.

This tariff measure proved to have a hidden connection with the copyright proposal which has required an equal share of our attention. The Unions offered to concur in a movement to repeal an obnoxious clause of their authorship in the Copyright Act if they could secure a higher and longer tariff wall. Under this clause, contrary to usage elsewhere, a foreigner writing in English cannot secure United States copyright unless his work is manufactured here. As universal validity of an author's property right is a matter of elementary justice, the American Library Association is naturally interested to see that he gets it in America. There is satisfaction, therefore, that its tariff rate proposal, accepted at the last moment by the Senate Committee, apparently paves the way to such result, without sacrificing the public interest, for, in imposing a higher rate on incoming books of American authorship than on bona fide foreign books it meets the Unions' fear that American publishers may send domestic work abroad to be done.

The repeal of the manufacturing clause in the copyright law would remove the major difficulty from the path of American entry into the International Copyright Union. To this end a bill was drawn by the Authors' League of America, but at the moment of consummation the Publishers' Copyright League, at its final session, October 4th, before reorganization as the Copyright Bureau of the newly formed National Association of Book Publishers, passed resolutions which threw the entire situation into confusion, and forced the League's acceptance of a proviso fraught with the greatest peril to American libraries and the users of foreign books.

To this situation the Council gave consideration December 30 in executive session, and, after hearing publisher and committee spokesmen, voted unanimous condemnation of the former's proposal, while commending American membership in the Union.

In the language of the October 4th resolutions, the proposal was

"That during the existence of the American copyright in any book, work of art, or musical composition, the importation into the United States shall be pro-

hibited, unless such importation is made with the consent of the proprietor of the American copyright."

Under criticism the proposal was softened in form though not altered in substance, so as to allow institutions and individuals to import, for use and not for sale, single copies of

"any book as published in the country of origin with the authorization of the author, or copyright proprietor . . . provided the publisher of the American edition of such book has (within ten days after written demand) declined or neglected to agree to supply such copy."

Stripped of its sanctimonious garb, this proviso simply means to place in the hands of American publisher-jobbers the opportunity of monopolizing the country's book importations and of selling all foreign books on their own terms. This follows irrespective of whether the United States enters the Union or stops at repeal of the manufacturing clause. Inside, (virtually) all European books would enjoy American copyright. Outside, such right would be established by mere compliance with the formality of notice, deposit, and registration. Without cost or for a dollar and a copy, according as we were in or out of the Union, the price of an edition would in a twinkling shift from the foreign price to the American. The depreciation of foreign money would make sole agencies mutually alluring. What the international publisher would do is not a matter of conjecture. His catalogs are already in print. It is an odd fact that, while in London he lists American books at American prices or less, he finds it necessary here to charge thirty to forty cents or more a shilling for his English books. Under the existing law, we can escape by buying abroad, but with his deadly proviso enacted, we must come to him or do without. As for the author, for whom copyright law was called into existence, he is lost in the shuffle.

The bill was introduced April 28 by Rep. J. N. Tincher, of Kansas, but hearings are not expected till the tariff situation clears for the Unions. Every library organization in the United States will do well to improve the interval by earnest study of this subject, so as to be ready at call for intelligent pressure on Congress.

Upon these two topics of tariff and copy-

right, the Committee has issued six bulletins in the library periodicals of September, December, January and February, while the tariff argument before the Senate Committee appeared also in the *Educational Record* vol. 3, no. 1, as well as in the Revised Hearings on Schedule 15.

Five other bulletins, similarly published, carried advice in other directions. That of August, entitled "Plain English—and American," reported the revised terms of certain New York houses and presented a typical cost sheet. In October a fair price list for "Foreign periodicals of 1922" was presented; also, the case of the *Catholic encyclopaedia supplement's* paper. In November detailed directions, "How to import," were given, including an exhibit of twenty-five recent English titles, with London and New York prices in parallel columns (as kindly furnished by a western librarian). In April the new German export scheme, effective April first, and generally trebling domestic prices to the United States, was expounded, with approval. Finally, in June the Committee published protest against U. S. Treasury Decision 39108 which required the indelible marking of title pages or covers of imported publications with the English name of the country of origin.

The year has been one of teamwork. This Committee has been intimately associated with that on Federal and State Relations in the legislation above discussed and wishes to record its keen appreciation of the friendly co-operation established by Dr. Wyer and his associates.

And we have had cause in common with the Committee on Bookbinding. Miss Wheelock will present important data, which we trust may result in improved standards of workmanship and materials.

Of the Committee's private labors in correspondence, no report need be given. It is sensible of the confidence reposed, and can only regret that this work is, after all, an aside, and, however devoted, remains in character circumscribed.

M. LLEWELLYN RANEY, Chairman.
ASA DON DICKINSON,
C. TEFFT HEWITT,
HILLER C. WELLMAN.
PURD B. WRIGHT.

CATALOGING

The Committee has not been able to have a meeting during the past year, but has done much work by correspondence. A Sub-Committee on the Cataloging of Incunabula met at Chicago in December and formulated tentative rules for the cataloging of incunabula. These rules have been presented not only to the members of the Committee, but to various other persons interested. So much diversity of opinion has been encountered that it seems unwise to print the rules, even in their tentative form, until further discussion and conference can be had at the Detroit meeting.

The Committee, therefore, submits this as a report of progress. It is hoped to publish rules for the cataloging of incunabula in agreement with the Committee of the [British] Library Association early in the autumn.

For the Committee,

WM. W. BISHOP, Chairman.

CIVIL SERVICE RELATIONS

The removal to Paris during the course of the year of W. Dawson Johnston, Chairman and most active member, has resulted in comparatively little activity on the part of the Committee and few results.

Before he left the country Dr. Johnston wrote an article on "Standardization of the Federal Library Service" which well summarizes the efforts to improve the federal library service. (*Library Journal* 46: 897-900, 1 November, 1921). The pending reclassification legislation is not yet law at this writing (May 1) but the bill has passed the House overwhelmingly, has been reported to the Senate, and is included in the Republican program of major items of legislation, so that prospects seem fairly good for its enactment.

Efforts to get the case for exempting or excepting libraries from the strict and formal operation of civil service laws or for a more sympathetic administration of civil service laws as applied to libraries before the National Assembly of Civil Service Commissions have not been successful. At the coming meeting of that body at San Francisco permission has been given to present a brief in print, but without opportunity for discussion. It is thought that presentation of the

case in that form would not be very helpful.

Contacts have been established with the Institute for Government Research, Washington, D. C. There is a possibility that that organization will shortly make a comprehensive and detailed study of civil service relations, federal, state and municipal. In case this is undertaken assurances have been given that library civil service relations will be studied and reported upon. This prospect seems one of the most hopeful that the Committee has to offer.

G. F. BOWERMAN, Chairman,
C. F. D. BELDEN,
M. J. FERGUSON,
J. T. JENNINGS,
C. B. RODEN,
P. L. WINDSOR.

COMMITTEE ON COMMITTEES

This committee is waiting for definite action by the Association on the resolution adopted by the Council at the mid-winter meeting.

CONSTITUTION AND BY-LAWS

This committee's report was printed in the May *Bulletin*.

DECIMAL CLASSIFICATION ADVISORY COMMITTEE

As Chairman of the Committee on Decimal Classification, I report that the Committee held a meeting at Swampscott, having the advantage of the presence of Mr. Dewey, and considered plans for the reorganization of the work made necessary by the death of Miss Seymour. It was decided to ask for a more representative membership, and this has been secured by the addition of C. W. Perley, of the Library of Congress, and Mary Baker, of the Carnegie Library of Pittsburgh. It is hoped to secure in addition one other member to represent a large public library not using the system.

Miss Fellows has been engaged as editor by Mr. Dewey to attend to Miss Seymour's work.

Some matters which require the attention of the Committee will be taken up in the near future.

Yours respectfully,
C. W. ANDREWS, Chairman.

EDITORIAL COMMITTEE

This Committee has held one meeting during the year, at which time it voted numerous recommendations which were approved by the Executive Board. A list of those recommendations was printed in the January *Bulletin*, page 18.

The members of the Editorial Committee have been kept in touch with the publication activities by correspondence and have considered many questions which will result in recommendations later.

The formal report on publications will be found in the Secretary's report and supplements thereto.

Respectfully submitted,
HILLER C. WELLMAN, Chairman.

EDUCATION

The Committee on Education had its inception in a desire to bring the two public educational systems, the schools (including state universities, colleges, normal schools, high schools, elementary schools, night schools and continuation schools) represented by the National Education Association and the libraries represented by the American Library Association into satisfactory working relations in supplying suitable reading material to students and in teaching them how to use and to appreciate books and libraries.

Primary emphasis can be laid upon co-operation between *public schools* of all kinds and *public libraries* of all kinds because both are supported by taxation. But account must be taken of the fact that the N. E. A. and the A. L. A. have private educational institutions in their membership which have an important bearing upon the problem.

As the *chief objective* of the Committee's program, "*Teaching the use and appreciation of books and libraries*," will inevitably create heavy demands upon library resources and service and as library standards should be maintained, it is highly desirable that the library and school educational leaders, both national and local, arrive at a common understanding upon *general policies*. That the two national organizations are already moving in the same direction is indicated in the statement addressed by Sherman Williams to the N. E. A. Library Advisory Board.

"We need to keep clearly in mind that ours is not primarily a department of school librarians or public librarians, but an organization that is devoted to the task of making it possible for every one in our land to have easy access to a free library.

"Whether this is done through school libraries, public libraries, state libraries, county libraries, traveling libraries, or any combination of such libraries is for each state, county or locality to determine for itself.

"We should hold tenaciously to the general proposition that some provision should be made whereby every one may have easy access to books, leaving each state or locality to determine the methods best adapted to its conditions."

Your Committee on Education has tried to give publicity to the program of the Library Section of the N. E. A. (appended to the report) and to encourage the appointment of a Committee on Education in each State Library Association.

Questionnaires were sent to State Committees on Education so that they could make a survey of the relations of public libraries, universities, colleges and normal schools; state library commissions and state departments of education to the school library problem. No questionnaires were sent to local school boards because the N. E. A. Library Section has been working directly with school authorities with most excellent results. Therefore it was thought best to attack the problem at other angles.

These questionnaires differed according to institutions, but covered substantially the following points:

(1) Is a supervisor of school libraries employed with education, professional library training, status and salary equal to a teacher in a corresponding position?

(2) Are adequate facilities provided for training school librarians?

(3) Are students taught to use and appreciate books and libraries?

(4) What is the attitude of your board or president on school library work?

(5) What assistance can the state and A. L. A. Committees on Education give in this work?

Reports on the questionnaires were received from twelve states and one Canadian province, scattered geographically and varied in conditions.

The questionnaires for State Library Commissions and State Departments of Education covered similar ground so that the replies have been combined. Six states employ Supervisors of School Libraries either attached to the staff of the State Library Commission or the State Department of Education—Indiana, Minnesota, New Jersey, New York, Pennsylvania and Wisconsin. The Indiana position includes work in state institutions. Massachusetts has asked the legislature to establish this position. British Columbia may have such a worker within a year. These and several other states, notably California and Oregon, where the county library is such a factor, are carrying out a purposeful school library program.

Vermont states: "It has been the policy of this Commission that in a state like Vermont with scattered population and scanty means it is a mistake to try to build up two systems, one of school and one of public libraries; that the public library system in each town supplemented by such help as may be necessary can best serve both schools and public."

The status of the Supervisor of School Libraries is on a par with other supervisory positions but the salary is usually lower. The duties of this position are: "Visiting high school libraries and stimulating organization; ultimately raising standards. Approving purchases of books made by schools, instructing in library methods, aiding in re-organization, inspecting school libraries.

"Duties divided into supervisory, advisory, bibliographical, training and conference. Supervise school libraries; assign state aid, measure libraries by state standards, plan library rooms and administration, secure school librarians. Advise public libraries on work with schools, including contract and county plans. Compile state aid lists, courses on the use of the library for all schools, local report forms and biennial report. Teach in Library Institutes and County Teachers' Institutes and outline course for Rural Teacher Training Classes. Confer with Divisions of State Department of Education: Rural, Graded elementary, High, Teacher-employment, Certification, Teacher-training, Buildings, Agriculture, Industrial, Home

economics, Re-education; and other state educational workers: Library and Education Associations, university, colleges, teachers' colleges, social workers."

The question: "*Where there is no supervisor how is the work cared for?*" was answered as follows:

"Work is not cared for."

"Through town and city libraries."

"By sending traveling libraries and material in answer to all requests."

"Field librarian divides time between outside and library, visits schools when possible, school organizer needed."

"All we can do is to write letters of advice and lend material."

"By our regular staff, the secretary organizes school libraries on request, traveling library department supplies special books to schools on request. This latter is a large part of our work."

"State Reading Circle Board recommends lists of books for school libraries."

"Approved list selected by Department of Public Instruction."

"Our high school inspector gives some attention to high school libraries."

"Left to local control."

"Supervisor of rural and high schools, very poorly done."

"We make certain requirements as to libraries of all classified schools."

The state boards seem to consider school libraries as vital according to the following replies:

"Strengthening of school library service means ultimate benefit to public library."

"They want a school librarian attached to this staff."

"Feel we are doing all we can financially by sending traveling libraries and the material."

"Anxious to promote work but realizes impossibility of securing school librarian for a few years."

"It is one of the highly desirable things which we hope will be reached some day."

"Consider it of prime importance."

"We are strongly for them."

"State superintendent seems favorable."

"That the great majority are very poorly cared for."

"They should be brought to the highest degree of efficiency."

"We need a state supervisor."

"Our state superintendent may change and often does every two years."

The questions, "*What could State and A. L. A. Committees on Education do to help in this work?*" brought these suggestions:

"Send printed lists for school libraries."

"Get appropriate legislation."

"Help create the proper public sentiment."

"Encourage summer courses. Secure interest of superintendent and principals."

"Collect data from city superintendents regarding the care of their libraries, publish it, and distribute it to school boards and city superintendents."

"Acquaint state superintendent with work done in other states."

"Emphasize the benefits derived from a good school library."

"Endorse plan of state supervisor and work for it with the legislature."

"A. L. A. Committee can do nothing except to spread propaganda for it."

"Educate teachers to use books and libraries."

"Send us any statistics about passage of similar bills in other states."

"Continue to agitate."

"Work up small exhibits for educational meetings, that will cost little for transportation but will be effective."

"Urge county libraries."

"Emphasize the school library as service department of entire school system, also as training center in 'How to study.' Educate educators and general public."

The replies from public libraries were chiefly from the medium sized and small libraries. Virtually all report much time devoted to students often at the sacrifice of other phases of library work. The general practice is for the children's and the extension departments to work with the grades and the reference and circulation departments with the high schools. One librarian says, "It seems useless to try to answer most of the questions when there is so much needed before a school librarian could even be considered in most places in this state." An increasing number of li-

braries, however, have school librarians either as assistants to the children's librarian or as heads of school divisions or school departments. As yet there are comparatively few definitely planned school library programs adequately financed.

The children's librarians having set very high standards of service, books, methods and equipment, it remains to bring every school into touch with these standards.

In an encouraging number of cases the librarians are equal in education and training with teachers in the community, but their salaries as a rule are lower. The zeal of these librarians is all out of proportion to their physical strength, their staff and general financial support. They appeal for better conditions, for a better understanding of their work and for school librarians especially trained to care for the inevitably increasing demands.

The question, "*What is your local program?*" brought the following responses:

"None."

"Watchful waiting."

"Teaching the use of the library."

"Supervision of home reading."

"The school board has a contract with public library for service and pays half of expense."

"A high school librarian on the staff to give all of her time to high school work subject to call for work in the central library. The grade work done by the children's librarian."

"School librarians employed by school board but appointed by library board."

"Appointment of member of staff as school librarian."

"Specialization of school work."

"Have none. City superintendent wants high school library separate. Board opposed, feel that school should use public library, paying salary of assistant who would have position of high school teacher; and buy all reference books used by schools."

"A supervisor of work with children and schools, a thoroughly trained person to take charge of work in main library, all branches all primary and grammar grades, etc."

"More school branches."

"As yet no financial help has been asked from schools."

"Shall try to get more money and raise salaries."

"Work for salaries."

"School superintendent and library working together."

"Financing of school library by school system because it has the money."

This detailed statement from a burdened librarian is illuminating: "We gave half a day each week to the grades and I personally conducted two library classes at the high school each morning. I have long felt the need of a high school librarian. Only upon repeated requests from the school and school board did I give my consent to carry on this work this year. It means in addition to my regular work a pretty heavy diet to continue. However, I was glad to do it this year. My compensation was \$30 per month estimated on one-fourth of the *minimum* high school wage. I am very much interested in the close co-operation of school and library and should like to see a school librarian secured for this town either giving half time to teaching and half to library work or as my assistant giving me half time and half to school work."

The replies to the questions: "*What could the State and A. L. A. Committees on Education do to promote this phase of your work?*" were so similar that they have been combined:

"Agitate."

"Recruit for school librarians."

"Standardize: training, qualifications, salaries."

"Draw up standards for public library work with schools."

"Raise salaries."

"Publicity, particularly getting the standards before school people, boards, superintendents, principals and teachers."

"Library speakers at educational meetings."

"Consider separate school department for public library."

"Urge school board to contribute same amount as library board for school work."

"Increased facilities for training."

"Urge legislation for larger appropriations."

"Work with State Education Commission to get school libraries into the scheme."

"See that librarian has a hand in selecting books for pupils, reading circles and school libraries."

"Publish lists and authoritative works on present day development."

The question, "*Would you favor increasing the state facilities for the training of school librarians?*" brought favorable answers for the most part.

"No; help our neighboring state do it."

"Yes; one state normal could do this."

"I believe in increasing any facilities for training but I think care should be exercised in planning training of teacher-librarians so-called. The library part of the training is apt to be inadequate and superficial and to give false impressions."

"Not informed."

"Not prepared to assert."

"Am not posted as to what is being done."

"Indifferent."

"Need to change present attitude of 'don't care.' University Library course never taken by more than four or six teachers."

"I think I should prefer state legislation making mandatory larger appropriations for public libraries, leave training to libraries and library schools."

"Working for a general library school at the university. Have library training for rural teachers at normal summer school."

The question, "*What is the attitude of the library board?*" revealed a disquieting lack of information and concern regarding school libraries especially when the large number of libraries making no reply is considered:

"Liberal as far as a small library can be."

"Indifference, save as to cost, which it is insisted could be borne by the Board of Education."

"Our board favors extending work with schools."

"Both library and school board most generous."

"Favorable."

"Meets the school board two-thirds of the way."

"Library board is in favor of most earnest co-operation with schools."

"Library board interested in children's school work."

"Board interested but lack of funds prohibits proper extension work."

"Board is progressing in everything looking forward to greater efficiency."

"Subject has never been presented to them."

"Proposition has never been considered as yet."

"It has never been discussed."

"I do not know."

"My trustees have asked school board for small sums to be used for extra help during school year."

"Our staff is so inadequate and financial condition so stringent that we have not considered the question."

"Willing to back up librarian but she must take the initiative."

"Library board not especially interested, possibly because members of board have never had their attention drawn to the need and value of this kind of work. An active campaign along extension lines would surely be helpful and stimulating."

"Attitude favorable but lack necessary funds."

"No telling."

"Interested."

"Open to suggestion."

"Simply an attitude of helpfulness toward the local schools. No policy discussed or formulated on the general question. All actual practice left to librarian."

"The library board acted favorably upon the librarian's recommendations which were based on the Certain Report."

General statement from a member of a state committee:

"I can see that many libraries consider their scope in this respect to be of little interest to the state, much less the American Library Association."

"There is a lamentable lack of co-operation with schools through inability to do so on account of meager funds. The desire is present but the wherewithal is lacking."

"When the question of salaries is mentioned, a note of bitterness is betrayed and it develops that this great state is a fertile field for the committee to organize a vigorous campaign, first to increase the finances of

the state, and better the material condition of librarians which will mean extension and better service for the school children. It would seem that all librarians, their friends and supporters are ready to put their shoulders to the wheel and push the venture to a realization.

"It will not be a difficult task if properly organized, to rally to our support the many influential civic organizations throughout the state—plus the thousands of soldiers who returned from the war who were shown what a value and comfort books were to them.

"I trust your committee will derive from this compilation sufficient inspiration to launch the campaign for better libraries, increased salaries and closer co-operation with schools in every city and hamlet in the state."

The returns from *universities, colleges and normal schools* are combined as follows: The normal school replies have been given to Willis H. Kerr, who is working on a "measuring stick for normal school libraries."

Typical answers to the question: "*Have members of your staff faculty rank and salaries?*" were:

"No. Librarian has department head rank, staff classed as assistants in administration."

"Yes; one librarian only."

"Only the librarian."

"Yes; the librarian professor; assistant, assistant professor; others, instructors."

"Yes."

"Librarian and associate librarian only."

The question: "*Is there a member whose special work it is to teach all of the students the minimum essentials of the use of books and libraries in a regular credit course?*" called forth the following:

"We are praying for staff to enable us to do it."

"Instruction without credit."

"Elective course offered with credit."

"Expect to give five lectures to seniors expecting to teach this year or next."

"Not yet; we have asked for one."

"Yes."

"No."

"Course well established. Work is given

by librarian, reference librarian and continuations librarian. One credit. Required of freshmen of all schools except pharmacy and mines; is elective in those schools."

"Have been asking for two years for appointment to our staff of some one to be assigned for work of instruction. This would include work with freshmen; regular courses in the administration of high school libraries, special lectures to prospective teachers. This same person would at the outset also have supervision of university high school library. Have a person in mind but no appointment because of lack of funds."

"Required course in library methods given to freshmen each semester by librarian and three trained assistants for regular college credit."

"We do not give such instruction."

Questions relating to the employment of *librarians for colleges of education, and model schools and the training of teacher-librarians* showed the following conditions:

"Yes; courses throughout year in regular university library school and in the summer. All normal schools giving courses."

"We are hoping for a librarian."

"We are hoping for staff to enable us to do it."

"Have discussed with the dean the desirability of special instruction but so far have not succeeded. When funds are sufficient."

The *attitude of presidents* is reported as: "Favorable," "Not antagonistic," "Unfavorable."

"*How could State Library Association assist?*"

"By asking for such courses."

"By urging universities to undertake such work."

"Send recommendations to deans and presidents."

"Start library training propaganda outside university for students to take course."

The committee at its midwinter meeting decided to ask the North Central Association of Colleges and Secondary Schools to require trained school library service in their "*Standards for Accrediting Secondary Schools.*" It also voted to ask the universities to put library subjects on their list of topics for these.

It desires to thank the state presidents and chairmen and all who contributed to this survey, and bespeaks their continued interest in school library work.

In view of the conditions brought out in this report and because a sound school library program is fundamental to the maximum use of all kinds of libraries both now and in the future, your Committee submits the following School Library Objectives for consideration and adoption by the A. L. A. Council, the Association itself and the various sections concerned with young people.

A. L. A. School Library Objectives

I A conference of the A. L. A. and N. E. A. Executive Boards.

II A Committee on Education in each State Library Association.

A. To promote the state and local school library programs, through the co-operation of library and educational associations.

B. To co-operate with the A. L. A. and the N. E. A.

III School library adviser or supervisor.

A. An adviser on school library work at A. L. A. Headquarters.

1. Qualifications:

a. Education: College degree.

b. Professional training: At least a year at a recognized library school.

c. Experience: Seven years in library work partly general and partly as supervisor of school libraries. "Successful teaching experience is a valuable asset."

2. Status and salary: At least as high as the supervisor or adviser of school library work in any state or city.

B. A supervisor or adviser on school library work in every state.

1. Qualifications:

a. Education: College degree.

b. Professional training: At least a year in a recognized library school.

c. Experience: Five years of library experience. "Successful teaching experience is a valuable asset."

2. Status and salary: Equal to that of state educational supervisors of equal preparation and responsibility.

C. A school librarian or supervisor to direct school library work for *every school system*: city, county, township or district. A school or school library system having an enrollment of at least 1200 pupils of elementary and secondary grade should have a full time school-librarian.

1. Qualifications:

a. Education: College degree or at least two years in college or normal school, at least the equivalent of the requirement for teachers in the highest school maintained by the community.

b. Professional training: Standard is a year at library school. A six weeks' course is the minimum at present.

c. Experience: Determined by standards for teachers.

2. Status and salary: Determined by local standards for teachers or supervisors of equal education and responsibility in the community.

Note: The question as to whether the school supervisor or librarian shall be employed by school or library authorities separately or jointly is a matter to be determined by state or local conditions.

The need of establishing the service is greater than the possibility of securing, in every case, a person with all of these qualifications.

IV Training of school librarians.

Adequate state or regional facilities in universities, colleges and teacher-training institutions, public and private, for the training of "school librarians," "teacher-librarians" or "community-school librarians" and for the establishment of their status by law (certification) just as for teachers.

V Equipment.

Equipment for school library work or for the public library doing school library work equal to that of other school laboratories.

VI Appropriations.

Appropriations in state and local budgets for funds commensurate with the funds for other educational work, if possible through state grants, based on state and local surveys.

Finally**VII Teaching the use of the library.**

Regular instruction for students from the elementary school through the university, in the use and appreciation of books and libraries.

Committee on Education,

HARRIET A. WOOD, Chairman.

HARRIET K. AVERY,

DUNCAN BURNETT,

C. C. CERTAIN,

ANNIE T. EATON,

ALICE I. HAZELTINE,

ALFRED D. KEATOR,

MARY LYTLE,

MARTHA C. PRITCHARD,

O. S. RICE,

MARY E. ROBBINS,

SHERMAN WILLIAMS,

ADELINE B. ZACHERT.

Appendix**A Library Program**

1. The *library* is an educational institution made up of various agencies, the two most important being the school library and the public library.

2. The school library should be the heart and center of the school work.

3. It should be so used as to train pupils to use a public library intelligently.

4. Pupils should be so instructed as to want to read books that are worth while.

5. There should be a collection of books in each schoolroom suitable to the age and purposes of the pupils.

6. Teaching children to read is of little value unless they are taught what to read, and are provided with the right kind of books.

7. The public library should serve as a continuation school for those who have finished their school life.

8. Public libraries should be supported by public tax as are the public schools.

9. Librarians should be as specially trained for their work as are teachers for theirs.

10. All people should have easy access to libraries.

The above will be submitted to the Library Department of the National Education Association at its Boston meeting for action.

SHERMAN WILLIAMS, President,

Library Department of the N. E. A.

FEDERAL AND STATE RELATIONS

In the report of the 1920-1921 Committee on Federal and State Relations, submitted at the Swampscott conference, it was noted that any official statements suggesting the constitutional functions of the Committee make no provision for outright decision and action, although in practice the Committee has advocated or opposed legislation and taken a decided stand upon matters of federal ruling or practice. The question was therefore asked, "How far is a single committee authorized to put the Association on record or commit it to a policy or line of action" and it was urged that consideration be given to this point and some official statement be made in regard to it. When the Committee was reappointed to serve for 1921-1922 the Chairman again put this question and at the Chicago meeting, on December 31, the Executive Board took the following action:

Voted, That the Secretary be instructed to inform the chairmen of committees who are in doubt as to what action they ought to take when confronted by a change of situation that they should refer matters in question back to the President to be laid before the Executive Board for advice before taking action.

This vote of the Executive Board has given a much desired definiteness to the powers and work of the Committee.

The Committee has been very actively at work during the past year on various matters relating to library interests in connection with the federal government. The most important of these are the following:

Fordney tariff on books. Shortly after the Swampscott conference, the A. L. A. Committee on Book Buying, M. L. Raney, chairman, took a vigorous stand against the provisions of the Fordney tariff legislation in regard to the importation of books, and

the Committee on Federal and State Relations has actively co-operated with Dr. Raney's Committee, H. H. B. Meyer, having been assigned by the Chairman as its Washington representative.

The Fordney bill, briefly, provides that any library can import, free of duty, not over two copies of any book, as against two in any one invoice as at present allowed, and omits the present provision for the general free importation of books in foreign languages, which would make it necessary for libraries to furnish affidavits for these books such as are required now for the free entry of books in the English language. It also raises the duty, for individual purchasers, from 15% to 20%. These restrictions constitute a tax on knowledge and are entirely unnecessary from a protectionist standpoint. Early in the year, therefore, the Executive Board of the Association approved a "Statement as to Tariff on Books in the Fordney Bill," with suggested amendments to the bill, prepared by the chairmen of the two committees. This was forwarded to Senator Boies Penrose, Chairman of the Senate Committee on Finance, by the central office of the Association, and later was given wide publicity throughout congressional, educational and library circles. It was published in the *Library Journal* of September 15, with a request that librarians all over the country write to their representatives and senators urging them to support the amendments to the bill, and later appeared in other library periodicals. One immediate result was the adopting by various influential library boards of strong resolutions against the proposed changes in the tariff on books. Similar resolutions were adopted by the conference of Eastern College Librarians held at Columbia University at Thanksgiving time, and, at the instance of our Committee, by such educational bodies as the Regents of the University of the State of New York. Copies of the resolutions were in all cases placed before the Committee on Finance of the Senate, and were printed in library publications and in the daily press. Extended articles were published in leading journals, as the *Educational Review*, all with the suggestion that personal and institutional protests be sent to members

of Congress. At the hearing on the tariff on December 21, Dr. Raney appeared as chief spokesman for the A. L. A., with Mr. Meyer in attendance also. Copies of the argument presented at this hearing were published in the hearings themselves, in the *Educational Record*, in the *Library Journal*, and, abridged, in *Public Libraries*. Reprints were sent broadcast wherever they could be of use.

The gratifying result of all this endeavor was announced just as our report was ready to be submitted to the Association. On April 10 Dr. Raney advised the members of his committee and the Committee on Federal and State Relations that the Senate Committee on Finance has made radical revision in the tariff bill, to the effect that the duty has been restored to 15%, the limit in the number of copies a library may import free entirely removed, and books in foreign languages to continue to come in free.

Copyright legislation. Our committee has also co-operated with the Committee on Book Buying in regard to impending copyright legislation detrimental to the interest of libraries, in that American publishers are seeking to amend the existing copyright law by cancelling the privilege, enjoyed by institutions and individuals, of importing the original editions of English books if for them copyright has also been secured. Through Dr. Raney's efforts the A. L. A. Council at the Chicago meeting gave unanimous rising vote in favor of a copyright resolution, in brief reaffirming the Association's disapproval of any measure that would curtail or cancel the existing privileges of importation. The copyright bill was introduced into Congress on April 28. No hearings have been set, but both Dr. Raney's Committee and the Committee on Federal and State Relations are prepared to make strong opposing representation.

War Department library budget. When it was learned that the current War Department estimates included not one dollar for welfare work or education, the Federal and State Relations Committee got into immediate touch with L. L. Dickerson, Development Specialist for Army Libraries, and proceeded to take active measures looking toward restoration of such an item. The first step was a letter to the Secretary of

War, advocating strong effort, through a supplemental budget, to have reasonably adequate provision arranged for Army library service. Subsequent information from both Mr. Dickerson and the Secretary of War advised us that such a supplemental budget, carrying \$60,000 for library books and personnel, was sent to Congress, with the Secretary's endorsement. Mr. Dickerson expressed his satisfaction with the amount provided, which with \$20,000 in the Military Post Exchange item for periodicals, made the library budget actually \$80,000. The action next in order was preparation for the hearings on the budget before Congress, and an effort was made actively to interest every congressman on the Military Affairs Appropriations Committee, both House and Senate, as well as other influential congressmen. Members of our Committee were advised by the chairman to see that letters were sent from as many libraries and individuals in their districts as possible, and the chairman himself addressed some fifty libraries in New York State and certain influential librarians not to be reached by other members of the Committee, urging them to write to their congressmen and the senators from New York State in behalf of the continuance of library work by the War Department. Response both from members of the Committee and the libraries addressed was very encouraging and indicated a keen interest in and appreciation of this peace time service for our soldiers. In the face of all this representation, however, the House Sub-Committee struck out the \$60,000 item and even reduced the Military Post Exchange item from \$20,000 to \$15,000, which would simply buy books without providing for any kind of library service and put an end altogether to proper library administration. But the Committee and friends of library work are now hard at work with the Senate Committee on Military Affairs in the hope that its members will replace in the bill the \$60,000 asked for by the Secretary of War, and stand firm in conference for this provision.

United States Patent Office specifications. The chairman has in hand letters from six or seven libraries complaining about service from the United States Patent Office in fur-

nishing specifications and drawings on annual subscription at \$50 each. A questionnaire to members of the Committee brought out the fact that there are fewer than twenty libraries now subscribing at \$50 per year, and that none of these is at all satisfied with present arrangements. This general dissatisfaction results from

(1) discontinuance in 1912 of binding by the Patent Office and the consequent confusion introduced by shipment in pamphlet form;

(2) the fact that separate numbers are sent in packages at irregular intervals, the time of arrival bearing no discernible relation to the weekly date of issue and no invoice being sent with each package;

(3) the number of missing parts and the fact that even after advice of these missing parts has been sent to the Patent Office they are supplied slowly and often not at all, one library reporting that after careful checking 5201 items were found missing in three and a half years and that of this total a very small portion has been supplied in answer to claims;

(4) discontinuance of the useful monthly index.

The trouble seems to be with poor and insufficient help at the Patent Office. Mr. Meyer, our Washington member, feels that there is little to be gained by adding to the burdens of this office and that the most effect can be had through representing conditions to those committees of Congress which are concerned with appropriations for the Patent Office. Results from such procedure seem rather hopeless and your Committee leaves the matter with this statement of fact.

In addition to the foregoing, several important matters that formed part of the Committee's work and report for 1920-1921 were carried over into the present year. These include the following:

The Sterling-Towner education bill. After submission of the 1920-1921 report, but before the Swampscott conference, the chairman sent out a circular letter to the members urging them to strike hard and immediately for the furtherance of the Sterling-Towner bill, and especially for adequate library representation therein. Each member of the Committee was made responsible for

a certain section of the country and it was suggested that a strong letter or telegram go from every important library in the district to Senator Sterling or Judge Towner. This letter of the chairman was further enforced by a circular letter from Joy E. Morgan of the National Education Association, suggesting that letters be sent to members of the committees on education other than Judge Towner and Senator Sterling. Returns from seven members of the Committee indicate that over five hundred letters were sent to Washington. To these in most instances very encouraging replies were received from the congressmen addressed. At the National Education Association conference in Washington in support of the bill, the Committee was represented by Claribel R. Barnett, and at the meeting of the legislative commission of the N. E. A. in Washington, on January 7, by Joy E. Morgan.

Bureau of education statistical report on libraries. The chairman and members of the Committee have again addressed the United States Commissioner of Education in behalf of an early edition of the bulletin on library statistics but the chairman, at least, has had no reply to his communication. The *Library Journal* for February 15, however, carries the following notice:

"The Library of the United States Bureau of Education has made preliminary plans for a new edition of Bulletin 1915, No. 25, Statistics of Public, Society and School Libraries, with the advice and co-operation of the Committee on Federal and State Relations of the American Library Association."

Federal salary classifications. This matter has been on the docket of the Committee and the chairman has brought copies of the 1921 reclassification bill and the report thereon informally to the attention of those who might be interested and influential in this connection. Dr. Bowerman continues in close touch with the Committee, which stands ready to meet his wishes in any respect.

Cheaper library book post. The Committee has been steadily co-operating with A. L. Spencer of Greenwood, New York, in an effort to bring about a reduction in the fourth class (parcel post) book rate on rural delivery routes for books sent to or

from free public libraries. At the Chicago meeting the A. L. A. Council adopted the following resolution in this connection:

Resolved, That the American Library Association again urge upon the Postmaster General the imperative need of such modification of the initial pound parcel post rate on books passing between any properly defined public library and its rural population adjacent, as is clearly possible within the limit of a desired self-paying character of the postal service.

In furtherance of this resolution, the Secretary of the A. L. A. addressed the Postmaster-General and was advised that the matter is still under consideration. The chairman and members of the Committee stand ready to take every opportunity to write a strong letter or put in a good word for a cheaper parcel post book rate.

The activities thus set forth somewhat in detail have involved a large amount of correspondence, some conference, much thought and planning. They have kept the Committee very fully occupied during the past year. Partly because of this, it has not been possible to develop to any considerable extent the conception of the function of the Committee suggested over a year ago by Secretary Milam and stated in our last report, that the Committee "accept as its field the whole province of government service to libraries." Moreover, the time has not seemed ripe for furtherance of the work involved in such a conception of the Committee's purpose. But the Committee has not lost sight of this ideal and stands ready to do all in its power to advance an enlarged program for library development in this country.

The foregoing is respectfully submitted.

J. I. WYER, Chairman.

ELIZABETH H. WEST,	JOHNSON BRIGHAM,
EDITH GUERRIER,	H. H. B. MEYER,
CLARIBEL R. BARNETT,	MARTHA WILSON,
M. S. DUDGEON,	C. S. THOMPSON.

FINANCE COMMITTEE

See Financial reports page 229.

FOREIGN PERIODICALS OF THE WAR PERIOD

The Committee on Completing the Files of German Periodicals offers the following re-

port of its activities for the period of 1921-1922:

In accordance with the recommendations submitted at the Swampscott Conference and through the courtesy of the Institute of International Education and the interest of its Director, Stephen P. Duggan, the Committee succeeded in compiling a joint list of desiderata in German periodicals for the war period, which list was sent to the Notgemeinschaft der Deutschen Wissenschaft for such assistance as the members of the organization can supply. Our recommendation suggested that the lists be in the hands of the Institute of International Education not later than July 15, 1921; from the lists submitted on that date the Committee compiled a joint list indicating titles and the number of each copy or issue called for. After work began on the compilation of the joint list, other lists were submitted. These lists as submitted by individual libraries, together with the joint list as submitted by the Columbia University Library, the New York Public Library, the New York State Library, the Princeton University Library, the Yale University Library, the U. S. Department of Agriculture Library and the Eastman Kodak Company, of Rochester, New York, were forwarded to the Notgemeinschaft.

As a result of this list we were informed by the Notgemeinschaft in letters dated March 3 and April 10, of this year, that four large packages are ready for shipment through the Smithsonian Institution Bureau of International Exchanges. At the date of submission of this report nothing further has been heard on this point.

We received also from the Notgemeinschaft on December 19, 1921, and on February 4, 1922, lists of their desiderata in the field of American periodicals for this period. These lists were sent to various libraries that had submitted lists of their duplicates in German periodicals for the war period. With the lists went a letter asking each institution to make speedy examination of its files of American periodicals for this period, noting on the list such as could be forwarded to the Notgemeinschaft through the Bureau of International Exchanges of the Smithsonian Institution and when this was

done forward the list to the library next in order. The libraries so chosen were arranged primarily with reference to the number of duplicates of German periodicals for the war period reported by them as available for exchange. These lists have not completed their rounds. At the date of this report we have received returns from eight libraries showing that they have shipped 2,811 items for this purpose.

As a result of our recommendation that libraries submit lists of German periodicals held by them in duplicate many of the copies in our files have been completed by sale or exchange among co-operating libraries.

We now feel that once the duplicates from the Notgemeinschaft have been received, the opportunities for securing by gift or exchange the periodicals needed for completing our files are practically exhausted. We therefore recommend that at a date to be determined later and to be fixed within a reasonable time after receipt of the shipment from the Notgemeinschaft, the libraries wishing to co-operate send to Otto Harrassowitz, 14 Querstrasse, Leipzig, Germany, their revised list of desiderata. The Committee has written to Harrassowitz explaining the situation to him and has learned that he will be willing to act as our agent in buying these periodicals in the open market. We are convinced that they can be secured in no other way and, as set forth in our previous reports, we are likewise convinced that the best interests of all will be served by co-operation. Experience shows us that little more can be hoped for from American agents. Our recommendation is that notice of the date on which reports should be submitted to Harrassowitz be given through the *Library Journal* and *Public Libraries*.

It is probable that cases may arise where Harrassowitz cannot secure a sufficient number of periodicals to supply the needs of all co-operating libraries. Our recommendation in such an event is that, if possible, he arrange for reprinting a quantity large enough to supply all, pro-rating the cost among the institutions that need this particular title. Of course we must ask the agent in case of doubt to report to us for approval, and we

must assure ourselves that the cost in such cases is to be reasonable.

Respectfully submitted,
H. M. LYDENBERG, Chairman.
J. T. GEROULD,
WILLARD AUSTEN.

INSTITUTIONAL LIBRARIES

The Committee on Institutional Libraries has been particularly interested this season in two movements: (1) The preparation of the new edition of *A thousand books for the hospital library* and (2) The appeal of the American Prison Association to the American Library Association in behalf of libraries in prisons.

(1) It was early decided to rewrite entirely the original list and to add to it lists of books for children, for nurses' training-schools, and lists of periodicals; a bibliography of literature on hospital libraries; chapters on organization, administration and book selection, and to change the title to *The hospital library*. Because the members of the Committee are so widely separated geographically it was extremely difficult to consult them upon the countless questions which were continually arising and therefore Miss Jones was made editor with full authority and responsibility.

(2) At the meeting of the American Prison Association in Jacksonville, Florida, last fall, a resolution was adopted asking the A. L. A. to provide libraries in prisons throughout the United States. This resolution after being presented to the secretary of the A. L. A. was referred to the committee on institutional libraries. From this a correspondence resulted which may develop into a discussion of the whole question of prison libraries at the next annual meeting of the American Prison Association. The Committee hopes to have definite information to present at the meeting of the A. L. A. in Detroit.

Respectfully submitted,
MIRIAM E. CAREY, Chairman.

CHARLOTTE TEMPLETON, LOUISE SINGLEY,
EDITH KATHLEEN JONES, CAROLINE WEBSTER,
HARRIET E. LEITCH, NELLIE WILLIAMS,
JULIA A. ROBINSON, F. W. JENKINS.

INTERNATIONAL RELATIONS

The Committee on International Relations has, during the past year, had to consider only two projects referred to it:—one, the matter of the Book Fair at Florence, Italy, beginning in May, 1922; and the other, a suggestion as to representation of the A. L. A. in a Conference upon the International Cata-

logue of Scientific Literature, to be held at Brussels later in the summer.

There was also referred to it a prospectus of an international conference on education proposed for 1923, the project for which is still too inchoate to be dealt with practically.

E. C. Richardson, a member of the Committee, has been designated as representative of the Association to attend the conference at Brussels.

An A. L. A. exhibit at Florence was, after inquiry and consideration, deemed quite impracticable on account of the brief period available for preparation, the lack of material on hand, and the expense involved in the assemblage, transmittal, installation and administration of an exhibit. The omission of an exhibit seemed to the Committee perhaps less to be regretted from the fact that while, according to the prospectus, the Book Fair would include exhibits by libraries and in exposition of their methods and appliances, it was to be primarily a *Book Fair* for the promotion of commercial interests.

HERBERT PUTNAM, Chairman,
For the Committee.

May 11, 1922.

INVESTIGATION OF MANNER IN WHICH MUNICIPALITIES ARE MEETING OBLIGATIONS TO DONORS

Since the problem given this Committee to solve had been carefully outlined in its report of last year, the next step, that of beginning active work, seemed a simple one.

Finding the Carnegie Corporation had no later statistics than were available last year, the following plan has been evolved:

That there be submitted to the A. L. A. the recommendation that it approve and act on Sections 2 and 3 of last year's report through a form letter and a form newspaper story.

(Suggestions referred to in sections 2 and 3 of last year's report are as follows: 2, To appeal through state library commission directly to delinquent libraries (a) to library boards, (b) to mayors; 3, To send letters to state authorities, as commissions, governors).

After this had been done and all possible effort been made to secure the present stand-

ing of municipalities delinquent in support of Carnegie libraries and to bring them up to the required standards, that a list of all those still found delinquent be published as was suggested in Section 4 of last year's report; but wholly upon the responsibility of the A.L.A. or State Departments and with no implication of the Carnegie Corporation in such publication.

And, to offset this list, that an honor list of all the municipalities which have increased their appropriations to Carnegie libraries more than 15% or 20% be also published.

The latest statistics from the Carnegie Corporation have been secured and are being sent with this report. The Committee respectfully tenders this as their final report and asks to be released.

ANNA A. MACDONALD, Chairman.
JOSEPH L. WHEELER,
LINDA A. EASTMAN,
WM. J. HAMILTON.

JOINT COMMITTEE OF SEVEN

No matters for the consideration of the Joint Committee of Seven, representing the American Library Association and the Special Libraries Association, were referred to the Committee this past year, and for that reason the Committee has been inactive.

Respectfully submitted,

SAMUEL H. RANCK, Chairman.

LEGISLATION

Library Legislation in 1922

Eleven states held legislative sessions this year. Library laws were passed in Kentucky, Maryland, Massachusetts, New Jersey, New York and Virginia. No library legislation was enacted in Colorado (special session), Georgia, Louisiana, Mississippi and Rhode Island.

This report includes also last year's special session in Missouri and the regular session of California, which ended too late for full inclusion in last year's report.

Establishment and Tax

New York state passed a number of minor amendments to the general education law relative to libraries.

The most important of these relates to state grants of money to free libraries from the income of the U. S. deposit fund. Hitherto these grants have been made for books "in accordance with regents' rules," no definite amount being specified in the law. For a number of years libraries could and many did receive as much as \$200 a year, provided they raised an equal amount from taxation or other local sources. Then for lack of sufficient appropriations by the legislature these grants were reduced by the regents to a maximum of \$100, which was the rule for 18 years. Last year many libraries received as low as \$44.75.

Accordingly an amendment to the law was passed this year stating that each free circulating library complying with regents' requirements shall receive \$100 annually except that no library shall receive an amount greater than that provided for the same purpose from local sources. This removes the question from the "grace of budget committees or appropriating bodies" and definitely fixes the amount which libraries are to receive.

A New Jersey act permits a municipality to appropriate in the current budget for its library a sum equal to that paid into the general treasury by the library the proceeding year. Such sum shall be in addition to the regular appropriation. This refers to the fines and other money earned by the library, which had been taken away from libraries by the budget act.

Missouri at the extra session last year amended the regular library law, providing that in case of an increase in valuation of the taxable property within an incorporated city the common council may reduce the levy provided by law for library maintenance to an amount which the council deems sufficient, but not over ten percent more than was levied the previous year. "Similar amendments were adopted by the legislature with regard to practically all local expenditures on account of the great increase in property valuation in this state which has been taking place last year and this."

In Virginia "a bill providing for the formation of local memorial libraries by means of funds raised by taxation, if the localities

elected to tax themselves, and providing state aid, failed to pass."

State Agencies

California last year in the general amendment of the political code abolished the board of trustees of the state library and transferred their powers and duties to the state department of finance. "The statutes and laws under which they existed and all laws prescribing their duties, powers, purposes and responsibilities and jurisdiction together with all lawful rules and regulations established thereunder are hereby expressly continued in force." "The division of libraries" becomes one of the six divisions of the department of finance. While the logic of this arrangement is not clear to one at a distance, it is evidently much more tolerable to the state librarian than "the ghost of school control of the library," which he discusses with decided force and fullness in the January 1921 number of *News Notes of California Libraries*. The change makes practically no difference in the operation of the state library.

The Kentucky library commission law was amended by omitting four words limiting the secretary's salary, which is now properly at the discretion of the commission.

Another state library commission has been absorbed by a state department of education. This time it happened in Maryland as a result of the governor's "comprehensive plan of re-organization of the entire state government with a comparatively small number of departments. In that re-organization the library commission had to be placed somewhere and obviously the department of education was the proper one in which to place it." The functions of the commission devolve upon the state superintendent of schools. The governor is to appoint five persons, who with the state librarian and the librarian of the Enoch Pratt Free Library shall constitute the Maryland Public Library Advisory Commission, which shall advise and counsel with the superintendent with respect to his library duties.

In Massachusetts a movement to abolish its work among aliens in libraries was forestalled by securing an amendment to the

law defining the functions of the Board of Free Public Library Commissioners.

County Libraries

A 1921 California law amended the political code relative to county officers by adding "a county librarian" to the list of sixteen enumerated county officers. The state librarian writes: "This is part of the movement to incorporate the county library as an integral part of the county government and to give to the county librarian a legal status equal to that of other county officers." One of the results is that "most of the county library salaries were increased by amendment to the county government act rather than by amendment to the county library law." Hitherto these salaries were prescribed in the county library law; now they come up for consideration in the general salary bill passed by the legislature for each county. The increases made last year affected the county librarians in 30 counties, increases ranging from \$200 to \$600 per person, so that present salaries range from \$1000 to \$3000, the largest number being between \$1800 and \$2400.

A New Jersey amendment specifies the power of the county library commission to purchase supplies and equipment and limits such purchases to the amount appropriated. Another New Jersey law relating to county libraries is given under school district libraries.

The members of the Mississippi Library Association "have been trying for a number of years to get a liberal county library law passed but have failed thus far." They had their usual experience this year. Two years ago a law was passed permitting counties with an assessed valuation over eighteen million dollars to appropriate not over \$3000 annually toward the support of one or more public libraries in the county. Only nine counties in the state could qualify under this law and of these only three are contributing to the support of libraries. In some of the other counties there are no public libraries, negroes outnumbering the whites by several hundred percent. The state library association will continue its efforts for library legislation.

School District Libraries

In California apportionment of the fund for school district libraries is to be "such sum as may be requested by the school trustees of such district," but not less than \$25 for each teacher; if the trustees fail to file request the county superintendent shall make apportionment not exceeding \$50 per teacher. Formerly this was on a percentage basis, five to ten percent of the school fund, but not to exceed \$50 per district except in districts having five or more teachers, where it was to be not under \$10 or over \$15 per teacher.

New Jersey amended her law authorizing state duplication of money raised by any school district for library purposes, \$20 for establishment and \$10 annually. The amendment provides for these amounts to be paid by the state through the county library commission of any county where a co-operative agreement has been made between the county library and the local school.

Special Legislation

Laws applying to special places are not generally included. Note is here made, however, of a few in New York state on account of their possible suggestiveness to those interested. Of three laws passed for the benefit of law libraries in Catskill, Plattsburg and Albany, the latter provides for consolidating the Albany county law library with the appellate division library, third department, and makes an appropriation for the librarian's salary at not exceeding \$3500.

An amendment to the Oneonta city charter changes the name of the Oneonta Public Library to "The Huntington Memorial Library" pursuant to the request of Mr. Henry E. Huntington, who has already made valuable gifts to the city for library and park purposes and who proposes to endow the same in memory of his parents.

An amendment to the greater New York charter permits the sale of corporate stock for the erection and equipment of the central library in the borough of Brooklyn. The next step will be for the board of estimate and apportionment to authorize the sale of the stock.

A law which passed the legislature but

was not approved by the mayor amended the greater New York charter giving public library trustees power to select library sites subject to the approval of the board of estimate and apportionment, prepare plans, award contracts and supervise construction of new library buildings. In the acquisition of such sites the library board was to have all the powers of the board of education and contracts for the construction of new library buildings were to be let in the same manner as contracts for new school buildings.

Appropriations

Reports were not available from all of the states mentioned. Amounts given are for two years unless otherwise stated.

Kentucky: State library commission \$15,000, state library \$13,824, state historical society \$10,000.

Maryland: Public library commission \$11,982, state library \$11,600, legislative reference bureau \$3725 for 1923 and \$7550 the next year.

Massachusetts: Department of education, division of public libraries \$24,100 for one year.

Missouri: State library commission \$1200 in addition to previous \$25,500 for two years, 1921-22.

New Jersey for one year: Public library commission \$47,980; state library \$19,900; record bureau, which takes place of historical society, \$10,500. The following amounts are appropriated to the departments named but spent under supervision of the public library commission: Agricultural extension department \$3000, for books on agriculture for their farm demonstrators; department of institutions and agencies \$5000, for libraries in institutions; department of education \$1000 for teachers' libraries.

Virginia: State library \$41,142.50 for year ending Feb., 1923, and \$41,067.50 the next year; state law library \$7250 each year; legislative reference bureau \$8851 and \$9451; world war history commission \$7500 each year; aid to local school libraries each year \$3000. Work done by a library commission in other states "will be more thoroughly done hereafter because the general assembly made

an appropriation sufficient to enable the state library board to secure the services of a library organizer."

Contemplated Legislation

These contemplations vary in definiteness from vague hopes to formulated bills, some of which were drawn but not introduced, others were introduced but defeated, still others have been passed but are admittedly defective and should and will be improved.

A report of the Michigan Library Association in October, 1921, says "So far as legislation is concerned, the last session of the legislature made conditions for getting adequate library service to the largest half of the people of the state worse than they were before." The Association has pledged its resources in a vigorous effort to "secure the library legislation which Michigan so sorely needs." Among the items on the legislative program of the Association are (1) a general revision of the library legislation of the state, with a view to combine all general library laws into one act under the education clause of the constitution; (2) a law making officials of libraries competent to certify to printed or manuscript material in their possession, so that such certified copies will be legal evidence in court; (3) provision for a retirement fund for librarians; (4) "adequate organization and means to carry out systematic, centralized and state wide library work."

The last legislature abolished the state library commission and transferred its duties to the state library without adequate appropriation. The association memorialized the governor and the administrative board of the state on this subject. It also passed a resolution opposing the effort to repeal the law directing the use of penal fines for library purposes without concurrent adequate substitute for library support.

Certification. In Minnesota, where the certification feature was partly responsible for the defeat last year of amendments to the county library law, the state education department, which has absorbed the state library commission, has as a part of its program "to bring library service to a higher degree of proficiency by setting up professional standards for librarians to correspond

with those set for teachers in the same communities and to provide for their attainment."

At the October meeting of the Missouri Library Association a report on certification was presented which will probably be incorporated in a bill to be introduced in the legislature next year.

Township Libraries. "In Indiana town library boards and county library boards have the right to fix their own tax levy within a ten percent limit. About 150 of our 207 tax supported libraries obtain in addition a tax from one or more townships, but our township support act does not give the library board the right to fix the township library levy, but this is fixed by the governing body of the civil township." At the next session of the legislature an effort will probably be made to give library boards in townships the same right in regard to the tax levy as they have in towns and cities.

County Libraries. In Colorado, where the county library has been defeated in two different sessions, "The Colorado Library Association is contemplating the wisdom of reintroducing next year the proposed county library bill."

The Indiana county library law provides for a city library to extend its service to townships outside the city and for a tax to be levied on all such parts of the county. An amendment last year provided that "Said tax shall be continued so long as ten percent of the inhabitants of the districts [plural] so taxed outside the limits of said city or town are found to be users of said library." This year in one county enough card holders withdrew in one district to bring the number of users in that district below the ten percent requirement, and so the county commissioners dropped the tax. By changing the word "districts" to "district," that is, by making it singular instead of plural, it will be impossible for a single district to cause a discontinuation of the tax in all of the townships so long as the combined use of several districts is up to the ten percent limit.

In Minnesota the state commissioner of education says: "We hope for an amendment to our county library laws to facilitate the establishment of county libraries throughout the state."

Missouri worked six years for a county library law, which was passed on the last day of last year's session. "No such library has as yet been organized under this law; in fact it seems nearly impossible at present on account of the tax situation in general and because most counties have already reached the limit of taxation allowed under the constitution. In a month or two the constitutional convention will convene and it has been suggested that library interests try to secure an amendment which will allow a county library tax to be levied in addition to the maximum fixed for general purposes—a provision which is already in force for school purposes."

The state library commission of North Dakota is carrying on a campaign of publicity in favor of a county library law which it is confident will be enacted at the next session of the legislature.

In many cases in Pennsylvania where the county library proposition is considered, "there is a fear that the county seat or some other town will get the lion's share of the books and the work, and the rest of the county will be left out in the cold." For this reason the question has been raised "whether it would be advisable to provide that libraries already existing could come into the county system and retain control and title to whatever property they may have gathered and that county library books should be distributed in the different communities pro rata to the population."

Washington will try again at the next session for a county library law, which failed last year.

State Agencies. The Massachusetts board of free public library commissioners failed in an attempt to enlarge the scope of its work to include aid to libraries in state and county institutions. The bill "was referred to the next legislature because of the very strong feeling just at present throughout the state that the state is trying to assume too many responsibilities."

"For several years the South Carolina Library Association and the federation of women's clubs have been conducting a campaign to secure a library commission. The bill has been killed twice owing to the appropriation asked. This year the financial situation was

such that we determined not even to introduce a bill. Next year we hope to get favorable action."

Tennessee "librarians have visions of a state library department on a par with the education department, but the time is not yet ripe for this."

In Virginia, "Two years ago the general assembly made an appropriation for the erection of a memorial library to commemorate the services of Virginia troops in the world war. The 1922 assembly finding that no progress had been made on the work of erecting a building, not only refused a further appropriation but also took away the amount appropriated two years ago. This leaves the library board and the war memorial commission, the two bodies designated by law to erect the building, without any funds, but with a site on which to erect the building. It is hoped that the legislature of 1924 will provide the funds."

WILLIAM F. YUST, Chairman.

LIBRARY ADMINISTRATION

During the year 1920-21, the Committee on Library Administration at the request of the President made a tentative revision of the uniform form for library statistics originally adopted by the Association in 1914. There was insufficient time to make the revision as carefully as was desirable, but the tentative revision was printed and distributed to several hundred libraries of the country by the Secretary of the Association. This form was designed for use by public libraries, not by college and reference libraries. As was hoped, the use of the form brought forth a number of criticisms and suggestions, which enabled the Committee during the year 1921-22 still further to revise it. This later revision has now been printed and distributed by the Secretary of the Association.

At the Swampscott meeting, the chairman of the Committee presented to the College and Reference Section the need for a similar form of statistics for use by the college and reference libraries of the country. A special committee was appointed by the College and Reference Section with Mr. Gerould of Princeton as chairman, this committee to co-operate with the Committee on Library Administration. The two commit-

tees working together during the year 1921-22 have devised a form of report for college and reference libraries. This form is similar to the one in use by public libraries. Undoubtedly, criticisms and suggestions will be made by the libraries using the form this first year and thus next year the form may be revised to advantage.

It has been called to the attention of the Committee on Library Administration that in library reports percentages are sometimes incorrectly figured. An examination of some of the errors alluded to has convinced the Committee that they should make the following statement in regard to the correct method for figuring percentages:

Fiction circulation percentage is obtained by dividing the total fiction circulation by the grand total circulation.

Adult fiction circulation percentage is obtained by dividing adult fiction circulation by the total adult circulation.

Juvenile fiction circulation percentage is obtained by dividing juvenile fiction circulation by the total juvenile circulation.

Book stock percentage or accession percentage for either total, adult or juvenile fiction, should be calculated in the same manner.

It is an error to divide, for instance, the adult fiction circulation by the grand total circulation and speak of the answer as the adult fiction circulation percentage. Such a figure should have no general recognition, but if it is used, it should be clearly expressed as the adult fiction circulation percentage of the grand total circulation.

Library statistics will be clarified materially if the divisor used in the calculation of percentages is always the total of which the figure in question is an immediate part.

Respectfully submitted,

FRANKLIN F. HOPPER, Chairman.

LIBRARY CO-OPERATION WITH OTHER COUNTRIES

The Committee was not appointed until late in 1921. The Chairman was absent in Europe at the time he was appointed. There has been no opportunity to hold a meeting of the Committee during the year.

Much work has, however, been done by

correspondence, and certain sub-committees have been very active in gathering material and in answering letters addressed to the Committee. The chief function of the Committee has been that of answering inquiries received from abroad either directly by the Committee or by the Headquarters of the American Library Association, and referred to the Committee by the Secretary or by the President. In many instances the Chairman has answered an inquiry without referring it directly to another member of the Committee. Most of these requests have been for information which could be supplied from material easily accessible in print. They have involved letters frequently of some length. The replies appear to have been helpful in a number of instances where librarians abroad have inquired about American practice and have sought the addresses of specialists in various lines of library work in the United States, etc.

The Chairman of the Committee visited the Institut International de Bibliographie at Brussels in October, and received later from Monsieur Otlet, the Director of the Institute, an extremely interesting plea and plan for co-operation between American libraries and the Institute.

The Committee has not had an opportunity to confer upon this matter and refrains from recommendation in consequence. Of course, this and other matters involving considerable outlays of money can be considered at present only as interesting and valuable problems whose consummation would unquestionably be of incalculable aid to the progress of knowledge.

The Chairman, at the instance of the President of the American Library Association, visited the Army and Y. M. C. A. Libraries in the "Occupied Area" in charge of the American Forces in Germany. He was given every opportunity to inspect the work which was begun by the American Library Association, and which has been so well carried on under the direction of Elizabeth B. Steere, by the Y. M. C. A. and the Army working in conjunction. As a result of this visit cables were sent to various libraries in America and individual contributions of books were made in large numbers, in addition to

books purchased with the sum of \$1000 voted by the Executive Board of the American Library Association.

One of the members of the Committee, Jessie M. Carson of the New York Public Library, has been resident in France for some years now in charge of the library work carried on by the American Committee for Devastated France. Miss Carson has served as a connecting link between the American Library Association and this Committee and libraries in France and Brussels. It has been possible to refer inquirers to her, thus saving much time, which because of the long distance between Europe and the United States, would have been wasted in the mails. Parenthetically, it may be observed that Miss Carson's effective presentation of the work of herself and her colleagues in the devastated region of France was one of the notable features of the Manchester meeting of the British Library Association.

The Committee has had much correspondence with the director of the American Library in Paris, W. Dawson Johnston, who is endeavoring with great success to serve as a medium of communication between French and American libraries. Some of the matters inaugurated by Mr. Johnston are almost certain to have far-reaching results in the future.

The Sub-Committee, headed by Cornelia Marvin, has continued its work in gathering information as to library activities in Eastern Asia, and as to collections of books in East Asiatic languages in the United States. A summary of the report of this committee is given as an appendix.

One of the difficulties facing the Committee was a definition of its functions. There was no wish on the part of any member of this Committee to trespass on the field of the Committee on International Relations. The distinction between the work of the two Committees was so well defined by Herbert Putnam, of the Library of Congress, in a letter to the Chairman of the Committee, that it is printed herewith.

December 27, 1921.

Dear Mr. Bishop:

As to the two Committees: The reason for the creation of the one on Co-operation was that the one on International

Relations deemed itself concerned only with matters of larger policy in which the A. L. A., *as such*, might have relations of an international character.

It did not, for instance, feel that it could deal with the projects for practical co-operative work such as were involved in various appeals or suggestions that come from abroad—as for children's libraries in Belgium, etc., etc., the most of which involve, if not actual supply of material, at least advice, suggestion and counsel from this side.

Hence the establishment of the new Committee.

There need, I think, be no conflict of jurisdiction, as our Committee would have concern with matters dealt with by yours only in case they should reach a point where the Association is called upon, as an Association, to enter into a relation of international character. In any such case our Committee might be drawn into consultation with yours as to questions of policy involved. . . .

Faithfully yours,

HERBERT PUTNAM,
Librarian.

All the work of the year has been done in accordance with the spirit of the foregoing letter, which seems to mark off very definite fields for the work of the two committees.

The Committee believes that there is a reasonable amount of current work which can best be done through a committee of the American Library Association. It, therefore, suggests that the Committee be made a standing committee and that its activities be restricted to matters which do not involve action by the Association as a whole in the field of international relations.

Respectfully submitted,

WM. W. BISHOP, Chairman.

Appendix A

Report of the Sub-Committee on the Far East

The Sub-Committee on the Far East has been occupied during the year with answering individual requests for aid and with gathering data on library activities in China, Japan, and the Philippines. This material is so extensive that it can only be summarized for purposes of this report. The chairman of the Sub-Committee is engaged in compiling a more elaborate report which will doubtless appear in the library press in the course of a few months.

The Committee calls the attention of the

Association to the suggestion made in the *New Republic* of the fifteenth of March, 1922. All the money comprising the Boxer Indemnity Fund has not been returned to China. The House of Representatives has passed a bill authorizing the return of the residue, the income of which will doubtless yield about \$500,000 annually. The Senate has not up to this date acted on this bill. The *New Republic* suggests that the income be used for libraries and popular education in China, rather than in the form of fellowships for Chinese students, which is the purpose to which the original fund has been devoted by the Chinese Government. The suggestion is a notable one and the Committee feels that the officers of the American Library Association should take cognizance of it, and should, if possible, bring influence to bear in Washington to see that the matter is fully considered by Congress and the Department of State. This matter comes within the province of the Committee on International Relations rather than in that of the Committee reporting.

The Sub-Committee proposes further that it should be authorized and directed to make a list of students from the Orient who have attended library schools or other training agencies in the United States with the idea of keeping in touch with their work upon their return, to the possible mutual advantage of libraries in both countries.

The Committee calls to the attention of the Association a recently published work entitled *The Christian occupation of China; a report of the general missionary survey 1919-21*, published in Shanghai in the spring of this year. Portions of this report are devoted to the education including libraries, and should be of extreme interest to American librarians in the way of information as to what has been done by missionary effort in China.

The Committee has received appeals for help from Shanghai from the American School and from the American Women's Club, and has endeavored to meet these appeals to the best of its ability.

A contribution to the discussion of the Asiatic collections in American libraries was an article by John L. Bramhall, *East Asiatic*

works in the Newberry Library, which appeared in the *Open Court* for December, 1921.

The Committee feels that a more complete report than the exceedingly fragmentary one published as an appendix to its report of last year should be made either by this Sub-Committee or by a special committee of the American Library Association. It recommends that the Council take the matter under consideration, and requests that if favorable action is taken on the suggestion a small appropriation be made from the treasury of the Association to cover clerical expenses involved in the preparation of copy to be submitted to the Editorial Committee of the Association. Such a survey as the Committee has in mind should prove useful to reference librarians the country over and to certain students of Oriental languages scattered throughout the United States and Canada. It should facilitate interlibrary loan and the use of the photostat in copying important articles in a field which necessarily appeals to a very small number of persons. Such a survey in printed form cannot fail to be of great value and interest.

One of the members of the Committee, Katharine H. Wead, has been spending a year at the University of Nanking and reports (Appendix B) her impressions of Chinese libraries. The Committee hopes to have her report reprinted in the library press. The Committee learns from Jessie Douglas, librarian of the Canton Christian College, that there is much interest in Canton in establishing a public library, and a commission has been appointed to study the possibilities of such a library by visiting the libraries in the Philippines and elsewhere.

Very interesting reports have come to the Committee from Mary Polk, librarian of the Bureau of Science of the Philippine Islands. Miss Polk has sent us not only an extremely interesting letter giving details of the courses in Library Science being offered in the University of the Philippines, but also an important collection of material on the legal status of libraries in the Philippines. It is interesting to note that the Library of the Bureau of Science has already passed 40,000 volumes, is cataloged and classified in accordance with our best American standards,

is aiding the University of the Philippines to give instruction in Library Science, and in general is serving as a means of furthering co-operation in library matters in Manila and elsewhere. Attention should be called to the possibilities of exchange between American and Philippine libraries offered by the organization of the Library of the Philippine Bureau of Science. Librarians are urged to communicate directly with Mary Polk, librarian of the Bureau of Science, at Manila.

This report would be incomplete did it fail to note the large number of Oriental students in American colleges and universities, the greater part of them being Chinese. It is highly important that American libraries should not neglect the opportunity offered them by the presence in all our large cities and in our universities and colleges of great numbers of highly intelligent Oriental students. The impressions which they take back with them will influence greatly the relations of Eastern Asia with America in the next thirty years. Many of them are anxious to learn the administrative details of our libraries, and the Committee suggests that they be offered every facility, whenever they make inquiries, by public and university libraries.

In conclusion, the Sub-Committee begs to report its willingness at all times to aid libraries in America desiring to secure information about Oriental libraries, and libraries in Eastern Asia wishing information concerning conditions in America. When any member of the Committee is not possessed of the information desired, inquiries can generally be referred to a competent person.

Respectfully submitted,

CORNELIA MARVIN, Chairman,

Sub-Committee on the Far East.

Appendix B

Impressions of Chinese Libraries

On actually writing a report on Chinese libraries I find that I have impressions rather than facts. For facts I would refer you to Mr. Tai's excellent report in the A. L. A. Annual Report 1920-1921, p. 58-63. But you may be interested in pen pictures of the libraries which I have seen since they are fairly representative of the old and new types in northern China.

Of the strictly Chinese libraries there are two kinds, the provincial libraries and the public libraries. The former are supported by provincial funds, are primarily for the use of the officials of the province and contain chiefly books relating to the particular province. These more nearly accord with the definition of libraries given in the Chinese name—hiding places for books—for admission is only to the few privileged persons on payment of a small admission fee. The two libraries of this type which I have seen, at Nanking and at Hangchow, have many rare books and manuscripts, some dating back two thousand years.

The Nanking library building was formerly a fine old residence and has only within a few years been occupied by the library. A visitor passes, in Chinese fashion, through a gateway in a high wall, into a courtyard and into a guest room where a servant offers tea while one awaits the arrival of the librarian. He is then conducted into a small room where the catalog is kept, then into a room where an attendant sits expectantly awaiting the request slips, across another court into the stack and reading room and upstairs where the more valuable books are stored. The curved tiled roof, the carved eaves, the latticed windows, the high thresholds, all add beauty to the building but the thought of fire and all the destruction that would ensue is ever in the mind of the westerner, used to fire-proof buildings. Even the more modern stucco buildings are not immune to fire and I have been in many places where there are priceless treasures insufficiently protected. In the Nanking library the books are arranged in wooden cases, some of them inside locked glass doors, each case bearing the name of the class. Each thin, paper bound book carries a tag with its name and the name of the class but there are no such minute subdivisions as book numbers. At Hangchow interest is added to the provincial library, now housed in a modern two story white stucco building, by knowing that it was once the imperial library of Chien Lung who had his summer palace on the famously beautiful West Lake.

The public library, as its name implies, is supported by the municipality and is open to all though in some cases a fee of a few cop-

pers is required. At Peking the fee varies with the type of reader and what kind of books are wanted—newspapers, modern books, ancient books. Books may not be taken from the building. To the foreigner, the cold, dark whitewashed reading rooms with the straight hard chairs seem very unattractive but the Chinese ideas of comfort differ from ours and the rooms are generally well patronized. Separate reading rooms are provided for women. These public libraries are often connected with public recreation centers where museums educational exhibits, lecture halls, playground, etc., may be enjoyed. Extension work is becoming more and more general and is carried on in the form of traveling libraries which go to educational centers in the district. The public library does not attempt to hoard old books but provides the modern popular books of which there are only too few, and translations of foreign books. There is much interest in children's books but the supply of these books is yet small and they are largely translations of foreign stories for children.

In the public libraries which I have visited at Peking, Wusih and Nanking I have seen three distinct types of catalogs. The kind generally found in Chinese libraries is in book form. The old system of classification consists of four classes:—classics, history, philosophy and belles lettres to which are sometimes added collected works and gazetteers. Each of these classes is again sub-divided until there are some forty classes. In the book form catalog there is usually a volume for the four main classes and the titles are entered as received under the proper sub-class. Sometimes additional information such as author, date, previous owner, or price is also given. Almost invariably the author is given a secondary place. At Wusih, the library has the distinction of being the only truly Chinese library using a card catalog. It is a subject catalog in two sections, one contains the titles of the old books arranged according to the method just described; the other contains new and foreign books and is divided into the following four groups—political science, social science, natural science and literature. The entries are first by subject and then by title but there is no accurate filing. The question of a systematic and

accurate way of filing Chinese characters is a difficult one and is only recently receiving the attention of students. The third system, seen in a Nanking library, is a curious one but has some points to recommend it. Around the walls of a small room are three tiers of wooden blocks, about 4 inches by 1 inch and very thin, inserted into a moulding. Each peg bears the name of a book and its price—probably to frighten prospective thieves—and at intervals there is a red peg indicating the class. A reader runs his eye along the rows until he finds the title which he wants, fills out a request slip and gives it to an attendant who procures the book and turns the peg around to show that the book is in use.

The Commercial Press has an excellent library in its offices at Shanghai, containing many rare old books as well as modern ones. Some volumes of the almost extinct 15th century encyclopedia, *Yung Lo Ta Tien*, may be found there. The old Chinese books are classified according to the old four class system. Modern ones, including foreign ones, are classified according to a system originated by the firm, and comprising fourteen classes:—philosophy, education, literature, history and geography, political science, natural science, mathematics, industry, medicine, military affairs, fine arts, domestic arts, reprints and collected works. The company is doing a great deal towards arousing an interest in reading, by reprinting in an inexpensive form the best of Chinese literature much of which is now out of print. It has also translated and printed many of the foreign books on science since China has produced few of her own, and the majority of the children's books which have been printed are from that press. I quote from a letter from Fong F. Sec, the head of the editorial department:—

"Generally speaking, I think that the books most read by the Chinese now are along the lines of social science, such as history, education, philosophy, ethics, etc., but not much in the way of natural science. The new thought movement is influencing the reading of our people during the last two or three years and there seems to be a great deal of interest in books along the lines of social, industrial and economic improvements. How-

ever, the leading Chinese educators are taking to heart the findings and recommendations of Prof. Monroe regarding education in this country and are taking steps to strengthen the science teachings in the schools of China. . ."

In this connection it is interesting to note the library of the Science Society of China which has its headquarters at Nanking. It has two or three thousand books chiefly in European languages, on scientific subjects and a card catalog. This society also publishes a magazine entitled *Science*. To quote Dr. Sec again:—

"Outside of the college libraries there are so few libraries in China we do not think that the libraries are meeting the demand for books in China. Therefore persons who desire to read are forced to buy their own books. We understand that in Peking and the provinces of Shanci some new libraries have been opened but are comparatively few and the library movement is altogether new in this country."

Enough for the truly Chinese library. Picturesqueness is giving way to up-to-date efficiency with its steel stacks, foreignized catalogs, American trained librarians and the library movement is developing fast. There are now several men who have been in American library schools and others are studying in America or planning to go in the near future. Those who can not go to America are being trained well in the Boone University Library School under the guidance of Elizabeth Wood and her Chinese assistants who have been to American library schools. The Peking National University has a large library where they are doing good work in the indexing of books. They are the only depository library in China for the Library of Congress cards. This University inaugurated the movement for popularizing reading by issuing literature in what is known as "be hua," the spoken style rather than the complicated literary classical style. Southeastern University at Nanking has a large library of foreign and Chinese books under the supervision of an Albany graduate and is erecting a new building for it. Probably the finest library building in China is at Tsing Hua College just outside of Peking where another Albany graduate

administers a large staff and an excellent collection of books and is also one of the prime movers in the library movement.

The various mission colleges have libraries where foreign methods are used. The Dewey classification is generally used for the foreign books and in some cases for the Chinese books though the best treatment for Chinese books is yet to be decided upon. Some libraries put their Chinese classics in one class, modern Chinese books in another and foreign books in another, which is anything but convenient. The mission schools where much of the class work is done in English have an opportunity to put modern library methods in practice in a way that has not been done in the older Chinese libraries. Here at the University of Nanking for instance a guide to Chinese periodical literature is being made. The title cards are filed according to the Chinese characters but the subject cards give the subjects in both English and Chinese and are filed alphabetically by the English. A bi-lingual index to agricultural literature is also being made. As far as I know nothing of the sort is being done elsewhere except possibly in Chinese at Peking National University, although the need of making Chinese literature available is very great. The University of Nanking has a branch library in its Middle School where there are perhaps a hundred books especially for children, largely chosen from the publications of the Commercial Press.

The Boone University Library is the center of the library movement for the upper Yangtse Valley. It encourages the use of libraries by its library schools where nineteen students have received training; by travelling libraries to mission and government schools and other organizations; by its branch libraries in the city of Wuchang; by the classification system which it has worked out and lately published, based on Dewey. In answer to the question—"In what way can the A. L. A. co-operate with the libraries in China?"—Miss Wood replied with three definite answers:—

"I. The A. L. A. can furnish literature in the lines of helps and aids of all kinds that can be translated into Chinese. Gifts of catalogs of large libraries would be most acceptable.

II. Library films and lantern slides that would help to popularize the library movement in China.

III. Scholarships in library schools in the U. S. Scholarships given to the Boone University Library Training School in China."

I have written to several libraries asking for information and suggestions but I must send this much of my report before I can hear from them. If anything of interest is reported I will forward it as soon as possible.

Respectfully submitted,

KATHARINE H. WEAD,
University of Nanking, Nanking, China.

Appendix C

Report of the Sub-Committee on Children's Work

The following is a copy of JESSIE CARSON'S report to the American Committee for Devastated France, covering the year April, 1921 to April, 1922:

The library work of the American Committee is no longer in the stage of mere demonstration. It has won the recognition of the French and American Library Associations, the collaboration of the Inspector of the Municipal Libraries in Paris and the Department of the Seine, and the co-operation of the library training schools in America.

It has now become possible to build definitely for the future. Plans are in the making to secure the proper support of the five village libraries already established in the Aisne, for the installation of a similar library in Paris, for the training of a select few French men and women in American library schools to be leaders of modern public library development in France; and, for the organization of a library course in the American Library in Paris. Arrangements are already completed for the permanent headquarters and future development of the libraries at Soissons and Anizy-le-Chateau. The American Committee is giving 60,000 francs to the town of Soissons and 20,000 francs to the village of Anizy, which will be used to complete the present library equipment and collection of books housed in temporary baraquas.

It is the intention of the Commune of

Soissons to repair this year the beautiful cloisters of the old church St. Leger as the permanent future home of their town library. The plans are now being made by the architects and will be subject to our approval for the placing of the department organized by the American Committee. In accepting this gift, the Commune of Soissons agrees to appropriate annually enough money to sustain and develop this department to meet the increasing demand for public library service, and to pay the salary of a trained librarian.

The same agreement has been made with the Commune of Anizy-le-Chateau. In this small village the library will be housed in the town hall, which is the natural communal center of all small villages. The plans of this library will also be approved by the American Committee. Since it will take about two years to repair the town hall in Anizy, the Commune has offered to move the present baraque library to a lot on the Grand Place where it will be in the center of the life and activities of the village and, therefore, more accessible during the evening hours.

I want to repeat again, since some people do not seem to understand, that the American Committee did not introduce circulating libraries into France. There are circulating libraries in every quarter of the big cities, and in nearly every small village. But these circulating libraries are not public libraries in the modern sense. They are not equipped to meet the needs of the communities. They are housed mostly in small, dingy, poorly lighted rooms with shelves running clear to the ceiling; virtually no open shelves or reading rooms; no catalog facilities for the public, except a dirty, torn, out-of-date paper book of titles attached to a wooden counter across the entry way. The librarians are usually the school teachers, or the secretaries of the mayors, with no library training of any kind; and, in Paris particularly, they have such long hours in their regular positions that they have little vitality or real interest left for the library. The intention of the library department of the American Committee is to lend a helping hand to the French in the reorganization and development of these circulating libraries, so that

they shall render public service to all people, old and young of every class, in the most simple, attractive and efficient manner.

It has been possible for the American Committee to set a high standard of library service through the quick understanding and the intelligent co-operation of the French assistants. It would have been impossible to develop the work to where it stands today without the enthusiastic help of these young women who have entered this new field of endeavor with the serious purpose of creating a new career for cultivated French women. They are beginning to realize that, together with the literary and educational uses of the public library, books also carry a social message of happiness and contentment. And in recognizing this fact they are seeing for the first time what a force for good a public library can be. The following stories have been taken from their reports:

"One evening, in the village of Urcel, an old peasant was reading *Petites tailles et grands cœurs* aloud to his wife, while she was knitting. The book became so interesting that the wife, without being seen, stopped the clock. The man glanced at it from time to time, noting that it was not getting too late, but not realizing what had happened until the story was finished. Then his only comment was, 'Tant mieux! I would have been mad to go to bed before finishing that good story.' And, as his wife smilingly confessed to the librarian, 'It isn't the first time I've done that.'"

"There is a little 'Napoleon' who comes every afternoon to the Soissons library. We do not know his name. He has earned his sobriquet by his great love for the big volume of Napoleon's life, an edition de luxe presented to the library by the author, Monsieur Lacour-Gayet. He is little and old and white-haired and he enters the library with a hurried 'Bonjour, Madame!'"

"Then, too, there is a little old woman, plain and worn, who brought in the French translation of Alan Seeger's *Letters and poems*—her face fairly transfigured with appreciation. 'What a beautiful spirit,' she exclaimed, 'such a book lightens our dark hours and helps us to live!'"

"A man who had borrowed all, the books

on botany in the Soissons library, finally asked permission to take home one of the reference books giving medicinal uses of plants. Later, he came in beaming, to thank us for having helped him to pass an important examination in chemistry."

"Many of the little children are still so undersized that the librarian at Blerancourt refused a book to a small boy, one day, telling him he must eat more soup and grow stronger before he read so much. He looked at her seriously for a moment and then he said, 'Mamma will have no more trouble to make me eat the bon potage which makes little boys grow strong.'"

"'Choose Mother's book first,' said a charming eight-year old girl at Coucy-le-Chateau, 'she liked the last one very much.' It was a play of Moliere's."

"One woman, quite recently, brought five francs to the Soissons library, and handed it in with her books. 'But, Madame, you have no fine,' we explained. 'No, but I have so much pleasure from the library that I wish to give something for the upkeep of the books. It is not much, I can't afford to give what I would like, but at the least it will help a little.'"

This woman expressed the spirit of this town, for the library at Soissons was the first of the American Committee's libraries to have communal support. It was willing, a year ago, to add to its tremendous financial burden for reconstruction, the current expenses of the present library for light, heat and janitor service. It gave one of its best corner lots on which to mount the baraque and, through the Regions Libérées, the baraque was mounted and painted and made ready for its equipment with no expense to the American Committee.

It was interesting to watch the growing appreciation of the workmen, as this library at Soissons began to take form. They were amused over the building of a fire-place and our care to have it just the right size. Then, when the furniture arrived and was put in place and they saw for the first time specially designed library furniture for adults and most particularly for children their interest changed to astonishment, and they carried the news home to their families and friends. The

last few days before the library was opened there were many uninvited guests who made their appearance to see the library and to ask questions. Finally, upon enquiry, it was found that either the carpenter or another workman had told them that this library was different and they wanted to see it for themselves.

The formal opening of the library at Soissons, to which were invited two of the leading French librarians, and the two most interested in the modern public library as such, gave us our introduction to the French Library Association. Seeing what could be done in one baraque was believing what could be done in other places. Consequently, a few days after the opening of the library, the American Committee was asked by the President of the French Library Association to co-operate in equipping a similar library in Paris as a demonstration. There are eighty circulating libraries, such as those described in the first part of this report, in the various arrondissements of Paris, all of which need reorganization or additional equipment.

The plan of co-operation for the Paris library is as follows: The city gives the ground, 20 metres on the street, and 7 metres deep. It gives the present collection of 4,000 books in the school house adjoining, and the services of the two men who now administer the school library for the evening hours. It gives also the janitor service and will pay the running expenses of lighting and heating. The Regions Libérées gives the baraque. The City and the Committee, together, share the cost of transporting and mounting the baraque, the levelling of the ground, the installing of electricity and the building of a fire-place. The American Committee will give the furniture, will add to the school collections of books, will furnish all printed library supplies, and will give the services of an American trained French librarian and French assistant for at least a year. The total cost will probably be about 100,000 francs for mounting and equipping the library.

The American Committee offers to expend this amount of money on this library in Paris, with the signed agreement between Mrs. A. M. Dike, president of the American Commit-

tee, and Monsieur Ernest Coyecque, Inspector of the Libraries in Paris and the Department of the Seine, that when the American Committee withdraws, the City will continue to adequately support this library and to pay the salary of at least one trained French librarian.

During the late spring of 1921, a cinema was prepared showing every phase of library activities in the five center libraries, including the making of the furniture for the library at Soissons and the formal opening of that library. This cinema, with a report, was sent to America for the annual meeting in June of the American Library Association.

During the summer, the director of the Library Department was asked to give this report and show the cinema at the annual meeting of the Library Association at Manchester, England, in September, and also at the annual meeting of the Ligue de l'Enseignement Française at Nancy in October. Both of these requests were granted, with the help of a French library assistant, who read the report at the Nancy meeting. And the results of these two meetings have been renewed inquiries for suggestions and advice from many sources. An informal talk was given and the cinema shown also at Westerham, Kent (England) before a group of people interested in starting village libraries.

In November, the director spoke before the New York Library Club at a meeting held in the New York Public Library which was attended by the students of its library school and the students of the Pratt School of Library Science. In January, she spoke to the students of the Carnegie Library School of Pittsburgh, Penn.; and also of the library school of the Western Reserve University. The cinema of the library work was shown at the same time. The principals of the Carnegie, New York and Western Reserve library schools have offered to modify to some degree the present courses of instruction to correspond more directly to the needs of foreign students.

From the time of the organization of the Library Department, the director has been in constant communication with various people for the finding of educated and cultivated young Frenchwomen to train as li-

brarians. When Dr. Julien J. Champenois returned from America in the summer of 1921 he outlined a plan of co-operation between the American Committee and the Office National des Universités et Écoles Françaises which he represents in America, for the selection of Frenchwomen for library training in America, and the sharing of the expense of this training. The plan is as follows:

The committee of the Office National making the selection of the French students to be sent to America is composed of two women, Mary Finn and Virginia Newcomb. These two women have been doing this work for three or four years, and they have a wide knowledge of a rather large number of French men and women eligible for teaching or library positions. There are certain students selected by this Committee who have already spent one year or longer in American universities and have good records for such work who are still without permanent positions in France. From this group a certain number of students have been recommended for trial in the Committee libraries during the next three or four months. Those who prove to be best fitted for library training, both as to qualifications and inclination, will be selected for training in American library schools. The number of students that may be selected for the coming winter will depend on the amount of money raised in America to cover the living expense, and in any case not more than six will be selected for this year.

The Office National will pay the transportation of such students to and from America and in America. It will take charge of any expense due to sickness and will give, when necessary, pocket money, not exceeding \$12 a month, to each student. The library schools will waive all tuition, and in some cases may be able to add to the fund for food and lodging, which will need to be \$1,000 a year for each student.

To raise the money for the food and lodging of these students, to supervise their training and to plan to give them all round experience in America, a special committee has been formed which will be a sub-committee of the Council on Education in Washington,

D. C., of which Dr. S. T. Capen is the director. Dr. Edwin H. Anderson is the chairman of this sub-committee and the other members are Alice S. Tyler, representing training; Annie Carroll Moore, representing library work with children; Anne Morgan, representing the American Committee; and Dr. Capen, Dr. Champenois, and Dr. Stephen P. Duggan, who are also members of the Council on Education.

It stands to reason that all French librarians cannot be trained in America. Consequently, every effort possible will be made to start a training class next fall in the American Library in Paris. This class, if realized, will begin in the simplest way, using certain of the present members of the staffs of the American Library in Paris, and the Library Department of the American Committee.

It seems most fitting to end with another quotation taken from the report of one of the French assistants who is beginning to study the library situation in France:

"Before I came to the Soissons Library, I had not realized that the public library—inviting and accessible—was an institution lacking in France. In that I held the same opinion as the majority of French people. It was, in reality, a question on which I had scarcely reflected. What is read then, here, by the working classes, the merchants, the government employees, the shop men and girls, the teachers, the students of small means, the whole public who would hesitate to expend seven francs for a book and of which the life is such that the need to read appears to them a luxury, and so is sacrificed.

"At once, in Soissons, I discovered that everybody read. I saw, leaving the library in the hands of the most laborious, those of the masons, the locksmiths, the farmers, the works of Dumas, of Loti, of Daudet, books which have made me think, dream, live. And I was ashamed of my ignorance and, above all, of my heedlessness. I was sure I knew what the others read, those less fortunate and less intelligent than I.

"Now I wonder where these workers, these teachers, the students in the colleges would go if our library were not here. And the

children of the public schools, who invade our library every afternoon after four o'clock, as soon as their classes are over, and leave their little sabots at the door and who jostle and shove each other around the tables and shelves seeking for Jules Verne or Mayne Reid? There are so many things to say on this subject that one does not know where to begin, or where to finish!"

JESSIE CARSON,

Director of Library Department.

The most significant event (not mentioned in the report) of the year was made possible through a scholarship provided by the American Committee for Devastated France. Mlle. Lydie Duproix, who had shown exceptional qualifications for library work during four months practical experience at Soissons, entered the library school of the New York Public Library in September and received a special certificate in June. The generous terms of this scholarship and of Mlle. Duproix's admission to the library school and practice field of the New York Public Library made it possible for her to visit libraries and library schools in Cleveland, Pittsburgh, Albany, Boston and Washington, and also to have a representative experience of American life and institutions.

Mlle. Duproix returns to France early in July to assist Miss Carson in the further development of the library work in Paris and in the Devastée. So far as I know she is the first Frenchwoman to take American library training and experience back to France. She combines to an unusual degree appreciation of the spirit and purpose of the modern library, understanding of children and grown people and a fine heritage of French and English literature. I may add that I watched the initiation of Mlle. Duproix into library work at Soissons under Alice O'Connor and it has been of very great interest to see that her practical work in New York, whether in an East Side branch library or in the central children's room, has been characterized by the same clear-sighted grasp of what should be done and the same charm and ease in adjustment to work with people in a strange environment.

I have felt for many years that the discovery and training of a librarian should be

the first step toward a permanent library. The American Committee for Devastated France having organized its library work on that basis and made its first investment in salaries of trained and experienced workers has rendered a service to American library work as well as to its work in France.

ANNIE CARROLL MOORE,

Chairman, Sub-Committee on Children's Libraries, Committee on Library Co-operation with Other Countries.

LIBRARY CO-OPERATION WITH THE HISPANIC PEOPLES

In the first report of the Committee, submitted to the conference of the Association held at Swampscott in 1921 (report of Sub-Committee on Latin America of the Committee on Library Co-operation with other Countries), it was proposed that the committee serve:

1. As a medium for the exchange of thought between the libraries and library organizations in the respective countries.
2. To inform librarians of the United States and of the Hispanic countries of the development of publications in the other countries.
3. To communicate the names of new publishers and booksellers.
4. To give advice to librarians of the United States and Canada regarding books and periodicals published in the Hispanic countries, and to those of the Hispanic countries regarding books or magazines published in the United States and Canada.
5. To assist libraries to acquire by subscription reviews and magazines published in the American countries.
6. As a link between the Association and other organizations with which it might co-operate in the same field.

In furtherance of this purpose, the Committee has secured the co-operation of the Inter-American Division of the American Association for International Conciliation and its magazine *Inter-America*. Arrangements have been made by which *Inter-America* may become a medium for disseminating information among the libraries of the United States, Canada and the Hispanic countries, and the following steps have already been taken:

1. Eight pages of the English edition of *Inter-America* will be devoted to the listing of current magazines, newspapers and books (including the lowest rates and prices given by publishers to foreign institutions), to the analysis of magazines and to book criticism.

2. Through English *Inter-America*, without any charge whatsoever for service, subscriptions may be taken by the libraries of the United States and Canada to Hispanic and Hispanic-American magazines and newspapers, and through it current books may be bought.

3. At the same time eight pages of the Spanish edition of *Inter-América* will be devoted to a similar announcement of current publications of the United States and Canada for the benefit of Hispanic and Hispanic-American libraries, to which *Inter-América* also offers its services.

4. Attention is called to the following details of the plan proposed by *Inter-America*, which is being communicated in a letter to many of the leading libraries and publishers of the United States, Canada and the Hispanic countries of America and Europe:

a. *Inter-America* will give the names of current newspapers, magazines and books, frequency of issue and subscription rates; in the case of the first two; publishers and prices, in the case of the last; the titles and authors of leading magazine articles, and a brief notice of books and pamphlets.

b. It offers to act as intermediary to secure for libraries and individuals, without commission, any of the publications listed, or any other publications solicited of it, provided such be obtainable, payment to be made in advance by individuals and libraries, except by special agreement, in cases in which such payment may be impracticable.

The Committee reports that the collection of "material illustrative of Hispanic-American periodicals," which was exhibited at the conference at Swampscott, has since been exhibited at the following places: Columbia University, during the summer school of 1921; Honolulu, during the meeting of the World Press Congress, October 4-14, 1921.

Library Conditions in Spain and Portugal. Conditions that were found to exist in the Hispanic countries of America and that were described in our annual report of 1921 seem to be a prolongation of similar conditions in the mother countries, Spain and Portugal. In

these countries libraries serve as archives and deposits, rather than as vital, growing, responsive centers of public interest and initiative. While there are priceless collections of books and manuscripts, such as those of the Real Academia Española, the Biblioteca Nacional and similar institutions in Madrid, the Archivo de Simancas and the Archivo de Indias in Sevilla, and the Universidade de Coimbra in Portugal, libraries, as living entities that send their arteries forth into their surroundings, that continue the process of disseminating knowledge, begun in the schools; libraries, as we understand them in the United States, do not exist. If circulating libraries are to be found, they are insignificant private enterprises of slight extent and value.

The Committee will endeavor, if continued during the coming year, to acquaint itself intimately with the publishing houses and supply conditions in the library centers of the Hispanic countries of Europe, and it hopes to bring them into closer relation with the Association, for the reciprocal exchange of information, for the securing of books and periodicals and for co-operation in the future.

PETER H. GOLDSMITH, Chairman,
FREDERICK C. HICKS.

LIBRARY REVENUES

Your Committee on Library Revenues submitted a report with reference to revenues for public libraries, in the form of a resolution which was adopted at the meeting of the Council in Chicago last December. At that time it was voted to enlarge the Committee with a view to its continuing the study, and reporting on revenues for college and university, normal school, high school, and elementary school libraries. The Committee has had considerable correspondence on this subject, and has had the benefit of some recent data on certain phases of this subject from the United States Bureau of Education.

The investigations of the Committee thus far have demonstrated that a great deal of work will be necessary to get the information to draft a report that will adequately meet the

situation with reference to all kinds of libraries. The Committee is planning to hold meetings at Detroit to get this matter into shape.

In the meantime we can simply report progress.

SAMUEL H. RANCK, Chairman.

IVA M. BUTLIN,

J. T. GEROULD,

CLARA HOWARD,

W. H. KERR,

SARAH E. MCCARDLE,

H. C. WELLMAN,

MABEL WILLIAMS.

LIBRARY SERVICE (COMMITTEE OF FIVE)

This Committee has been and still is endeavoring to do what may prove to be an impossibility under present conditions, namely, to collect a voluminous amount of information through voluntary workers. Complete information in detail on the plant, customs, and methods of service of American public libraries is much needed and is still nowhere available in one place and in usable form.

To collect, assemble, and discuss complete data of this kind, two general methods present themselves. First, to employ a small number of experts, each of whom must necessarily do a large amount of work, and secondly, to use a very large number of co-operators, not one of whom will be called upon for more than a small amount of time, energy and thought.

The first method evidently requires a salaried staff, since each one of the workers would have to give to the task his or her entire time for a considerable period. It is still not impossible that some way may be found to finance the survey on this basis. The tentative budget made out by this Committee when it was first constituted called for an annual expenditure of \$23,200 for two years, and although it is possible that the work might be done for less than this, it would probably not be safe to begin it on a paid basis without something like this amount in sight, but up to this time none of the bodies that have funds for financing scholarly enterprises has been able or willing to give us a grant even while acknowledging the necessity and value of the projected work.

As there seemed therefore to be no imme-

diately possible of using the first method, the Committee at the outset proceeded with plans for employing the second, namely, to secure the consent of a large number of librarians to do each a small part of the work. The field of inquiry was divided and distributed among members of the Committee as indicated in previous reports and we have now for three years devoted what time we could give to the work of securing the consent of others to co-operate, to securing results from those who have consented but whose lack of available time has necessitated delay, and to the necessary work of adjusting and assembling these results. At the present writing, May 1, the end of this work is in sight, although not yet attained. Three years may seem an unconscionable time to prepare a mere questionnaire, but it must be remembered that this body of questions is intended to cover in detail the minutiae of everything done by libraries or connected in any way with their work, that the questions on each small division of the subject have been entrusted to some one having special knowledge of that division or interested in it, and that each person who has consented to co-operate is a busy librarian with barely enough time to give to his own duties for which he is responsible to his superiors and to the public.

So long as we are making any progress at all and so long as the Association sees fit to continue us in this work, we shall believe that the time given to it is not wasted and that it must ultimately produce worthy results.

Of course, in case we should succeed in so financing the work as to justify the appointment of a paid director with an office staff of experts and compilers, the work done voluntarily up to the present time will by no means be wasted, but would save a definite proportion of the labor that would otherwise have to be paid for from our funds.

Respectfully submitted,

ARTHUR E. BOSTWICK, Chairman.

FLORENCE OVERTON,

AZARIAH S. ROOT,

HENRY N. SANBORN,

BESSIE SARGEANT SMITH.

LIBRARY TRAINING

The Committee on Library Training did not hold a meeting during the year. The

chairman was not present at the mid-winter meeting, and the three members who did attend were not able to arrange a conference.

The Alumni Committee of the Drexel Institute Library School requested a statement from this committee on the question of re-establishing that school. After correspondence with members of the committee, the chairman formulated a statement and submitted it to the Drexel Institute Alumni Committee.

The Committee expected to have ready a thorough study of training offered for teacher-librarian work with recommendations for the Association. The School Libraries Section has been giving attention to this subject, working especially at the desirable content of a course preparing for school library positions. The section made a survey of school library courses offered by the established library schools and to avoid duplication, turned over to our Committee the information thus gathered and the following conclusions based on this survey:

1. School librarian should be
 - an executive,
 - an educator,
 - an inspirer.
2. Courses in library schools preparing for these functions may be divided into similar classes.
 - Technical and administrative, pedagogical (history, methods, school library movement), books (selection, reference).
3. While technical-administrative and book courses are adequate, most schools are lacking in satisfactory educational and pedagogical courses.

With this information at hand, the purpose of our Committee is to give particular study to the courses offered outside of the established library schools. It has not been possible to complete this investigation, however, and it will be carried over into the work of the coming year. The Committee presents the following preliminary statement, and submits a thesis on this subject, listing the courses offered on school library work, and including a bibliography of the teacher-librarian movement:

The rapid growth of school libraries in re-

cent years, the stimulus given to trained supervision of these libraries by N. E. A. official reports and by legislation in various states, have created a real problem—the supply of persons adequately trained to take charge of these libraries.

In the case of the large high schools, where trained librarians can be employed, the difficulty is not so great from the library training point of view, as in the far more numerous smaller schools, where the library must be cared for by a teacher or school executive devoting part time to it regularly. To meet the demand for giving some library training to these "teacher-librarians," courses on school library work have sprung up in all parts of the country. These courses range from a total of 15 lessons to a full year's work. Much of this training must be superficial and it is plain that this Committee should study carefully the character of the instruction covered by these courses—should examine the requirements of a teacher-librarian's equipment and should formulate some standards for such training as a recommendation. To quote from the preliminary report of the Sub-Committee.

"One can build a pyramid of Library training, putting at its foundation the thirteen schools that are in the Association of American Library Schools, raising on this as a superstructure,

- (1) The recognized training classes in large public libraries.
- (2) The summer sessions conducted by the regular library schools.
- (3) Summer sessions conducted by Commissions, state libraries and universities on a stable departmental background, and a continuity of organization that has extended over a number of years.
- (4) Courses offered in normal schools and other institutions conducting summer sessions.
- (5) The extra-courses that are offered in colleges, normal schools, and many other institutions for those expecting to do library work on part time—such as teacher-librarians.

Just now this is the apex of the pyramid, and very attenuated in many instances. As it has had less attention than the others, it seems the place where a special study should be made and recommendations offered to the Association."

The Committee wishes to emphasize, for the purpose of securing further consideration

or discussion, some points brought out in the report of last year.

We included several recommendations, repeated below, looking forward to the development of a more uniform system of library training by bringing the various agencies into a closer co-operation and correlation of work.

1. That the regular library schools offer summer school courses in special subjects for which the same credit be given as for equivalent courses in the regular school.
2. That there is a place in our system of library training for thorough, carefully prepared and properly supervised correspondence courses in certain branches of library work, especially if sponsored by our library schools and if regular school credit could be granted for such work. It would not be practicable for all schools to offer correspondence work, but certain schools could give such extension courses in subjects in which they are fitted through specialization or through skilled instructors to do successful work. These courses should be developed on the best methods of instruction—with careful follow-up work and with practice.
3. That the various library schools adopt a uniform system of evaluating the credit for courses. A unit of credit similar to the "semester hour" of the standard colleges and universities, would allow a more accurate comparison of courses in the different schools, and also provide a definite basis for granting credit by colleges and for interchange of credit between library schools.
4. A comparison of instructional courses in library science given by training classes and by summer schools, with data to assist in evaluating and correlating these courses so that there may be a uniformity in standards to be used as a basis for learning the relative value of these agencies in library instruction.

If these recommendations could be carried out the opportunity for securing library training would be broadened. Students, who are unable to take an entire year off for a library school course, could take extension work by correspondence, standard courses in sum-

mer schools—possibly registering at two or more summer schools, and all of this work would be progressing regularly towards a library school degree. *Of course a fixed amount of residence work* and the regular personality requirements should still be enforced.

The need of more properly qualified librarians is unquestionable. Practically no library school has a capacity number of students. The A. L. A. recruiting campaign should have a beneficial effect. At the same time it must not be forgotten that librarianship, like other professions, needs more real leaders. The need is not so much *more* library workers as *more good* ones. Discouraging the unsuitable candidate is as much service to the library as encouraging those who are fitted for it to engage in library work. Minimizing the demands which the library makes upon its staff will tend to lower ideals of library service and to encourage unduly the unfit.

The recommendations made last year by the Sub-Committee on cataloging created some discussion but no action.

The Catalog Section has been working along the same lines and it is understood will continue the discussion at the Detroit conference.

This Committee believes that cataloging is one of the subjects which could be satisfactorily taught by correspondence. By the use of photo-prints and a traveling library of books the proper equipment could be easily accumulated.

The situation as to the dearth of catalogers remains about the same and the Committee urges most earnestly that the proper emphasis be given to the importance of this subject in the hope of remedying this condition.

The Association probably does not realize the amount of work embodied in many of the special sub-committee investigations submitted in the reports of this Committee during the past few years. Definite and specific recommendations based on the highest professional experience and thorough study are made to the Association to no apparent purpose. Under these conditions the chairman is loath to request members of the Committee to undertake work which will require a great deal of time. Careful and intelligent considera-

tion should be given to committee reports so that recommendations made would be either rejected or acknowledged through some favorable action.

Respectfully submitted,
MALCOLM G. WYER, Chairman,
W. W. APPLETON,
EMMA V. BALDWIN,
MARY EMOGENE HAZELTINE,
JOHN A. LOWE,
MARGARET MANN,
EFFIE L. POWER,
CARRIE E. SCOTT,
F. K. WALTER.

LIBRARY WORKERS ASSOCIATION

No report.

MEMBERSHIP COMMITTEE

The present Committee was appointed September 23, 1921, and the first letter of the Chairman to the members, a charge of special responsibility for membership campaigns in states represented by Committeemen, was sent out October 6. The Committee has had but one change in membership, Alice L. Rose of New York City being unable to serve because of ill health. Donald K. Campbell of Haverhill was appointed in her place.

The forming of a local branch of the A.L.A. in the St. Louis district resulted in many new A.L.A. members. It is hoped that the plan will be adopted in other places.

A special effort has been made to have the matter of membership in our international organization taken up in every state and province of the United States and Canada. Where possible state association meetings were addressed, district meetings and institutes also, and the state and provincial library organizations were used where available, as well as the special or local library club. The library schools were reached, groups of library workers in a specific field as children's workers, high school librarians, medical librarians, etc., the Public Library Commission and state library bulletins were used, and finally personal letters were sent to librarians already members asking help and to librarians not yet members urging consideration.

Each of these methods has had results, and each member of the Committee has covered his own community in the way which

seemed wisest with varying results. In previous campaigns the large libraries of the United States and Canada had been pretty well reached by membership appeals, so this year the Committee made a special effort to reach the smaller libraries and communities. The total results show 494 new members up to May 20.

To the Association Headquarters the Committee must give a large share of the credit for the successful year. They have sent out most of the form letter material, as well as circulars and bulletin material, and have been fertile with suggestions of value. On the recommendation of the Membership Committee, Headquarters has installed an additional office list of members arranged by geographical location. This will be of great assistance to future committees, as the names of members in each state will be available, preventing either vexatious double-canvassing, or missing some one.

Special mention must be made also of Miss Hunt's contribution of 550 letters to the children's librarians of the country; the volunteer aid of Czarina Hall of Omaha, in writing to all Nebraska librarians, and of Mr. Kerr in Kansas; as well as a similar letter to all Alabama librarians sent by Miss Chapman. A double effort to reach a large number of Ontario and Middle West librarians was made because of the interest which the Detroit conference might be expected to stimulate. In covering this field special material was prepared for state bulletins, and the membership lists of state and provincial library associations were checked for individual letters.

In the course of the year's work various queries have arisen.

From the Atlantic coast, from the southern States and from the Pacific Northwest has come the common complaint that the A. L. A. "lives and moves and has its being for other parts of the country but neglects mine. Sometimes we feel that all you care about us is our membership fee."

Suggestion 1. It is not possible to plan for sectional meetings which will tie all districts together rather than cut them apart. The district meetings of state associations strengthen rather than disrupt the main or-

ganization. Cannot a southeastern meeting, a southwestern, a central Atlantic and a north Pacific be so engineered, attended and managed by Association officers biennially that a loyalty to the general Association may be strengthened, instead of strengthening the separatist spirit towards which the present independent sectional movement tends? The membership committee feels that this can and should be done. Against the increased expense of such a proposal must be considered the loss in dues which follows the development of local dissatisfaction.

Our second problem is that connected with the payment of membership dues. The chairman of the Committee admits having strongly favored the present plan of a \$2.00 fee for those dispensing with the *Proceedings* and *Handbook*, and \$4.00 for those desiring them. More than one-half of old and new members are paying dues on the \$2.00 plan. This plan (which, we believe, was first broached by a Pacific Coast librarian) would, it was thought, result in a larger membership from assistants than a higher uniform fee. Most assistants it was stated have access to the library copy of the *Handbook* and *Proceedings* when they were needed. However, the plan has not given the general satisfaction that was anticipated. The bitterest criticism has come from the \$4.00 members who say that their junior assistants and the librarians of tiny libraries, to whom the \$2.00 fee might be expected to appeal, do not join now because "they get nothing at all in return for their fee beyond having their names printed in a handbook which they do not see." Even the institutional membership no longer brings to the small library the *Booklist* which formerly made such membership appeal.

Suggestion 2. The Committee therefore recommends A. that the Executive Board obtain a general expression of opinion from all members as to whether the present plan should continue or whether the rates should be raised to permit every member receiving the *Handbook* and the *Proceedings*. The Committee feels that the *Handbook* should go to all members, regardless of rate. B. that a special rate on the *Booklist* be made to libraries which are institutional members of the Association. One committeeman suggests that this class of members be allowed to

choose between receiving the *Proceedings* or the *Booklist*.

The membership lists of a number of State Library Associations were this year checked for circularization in the interests of A. L. A. membership. It will be interesting to learn the proportion of A. L. A. members already on the state lists.

Suggestion 3. Cannot such checking be done for all state library organizations which are chapters of the A. L. A.? The Committee here raises the question for discussion: "Would a joint fee for chapter and national membership be desirable?"

Suggestion 4. It is recommended that the incoming Membership Committee be appointed early enough in the summer so that they can get in touch with earlier state meetings which the present Committee was unable to reach—Colorado, Pacific Northwest, New York, Pennsylvania, South Dakota, Utah and Wisconsin. There are a large number of such meetings in September and early October. Especial attention is also called to the larger southeastern conference which will be held in Chattanooga about the middle of October, and to the projected south central Conference at Austin in October. A Canadian member should also be added to the committee.

Respectfully submitted,

WM. J. HAMILTON, Chairman.

Approved

TOMMIE DORA BARKER,
ZAIDEE BROWN,
LILA MAY CHAPMAN,
ISABELLA M. COOPER,
HAROLD T. DAUGHERTY,
ALICE R. EATON,
MRS. ALICE G. EVANS,
CLARA W. HUNT,
MRS. JOSEPH A. THOMPSON,

No response to tentative report.

DONALD K. CAMPBELL,
HOWARD L. HUGHES,
JULIA IDESON,
SABRA L. NASON.

May 15, 1922.

NATIONAL CERTIFICATION AND TRAINING

Owing to the resignation of the chairman no report has been prepared since the Mid-Winter meetings.

NOMINATING COMMITTEE

The report of this committee has been presented in the *Bulletin* and on the official ballot.

PREPARATION OF A BIBLIOGRAPHY OF HUMANISTIC LITERATURE

The Committee is unable to report any progress during the year on the project for the publication of an international bibliography of humanistic studies. The Committee of the American Association of University Professors appears to have made no progress either in the plans for the project or in finding the means for carrying it into effect.

The Committee, therefore, recommends that it be discharged.

The Committee begs to place on record its deep conviction of the usefulness and importance of such a bibliography as that proposed by Professor Teggart, of the University of California, in his address before the Association at the Asbury Park conference. The present chaotic state of numerous bibliographic enterprises seems to point to a need for some unifying and directing body. The Committee does not feel that the American Library Association should necessarily be the agency for such direction and unification, but it does feel that the Association necessarily has a profound interest in any plans leading to the production of co-operative bibliographical work on a large scale. Further, it is the conviction of all the members of the Committee that the experience of librarians extending over a period of many years has prepared the Association to render effective aid in devising and carrying on any bibliographic scheme of wide extent and range. The Association should, therefore, stand ready to proffer its aid when it is requested, either through the Council or through a special committee appointed for that purpose.

Respectfully submitted,

WM. W. BISHOP, Chairman.

E. H. ANDERSON,

ANDREW KEOGH,

H. H. B. MEYER,

PUBLIC DOCUMENTS

It was hoped that this session of Congress would see enacted the Printing Bill which would embody as far as possible provisions desired by librarians concerning their distribution, format, etc., but the very important measures which have been under consideration in this Congress have crowded the Printing Bill to one side and it is not likely that it will be reported from the Committee.

On the other hand, Public Law No. 171, 67th Congress, approved March 20, 1922, carries a provision on page 17 of the greatest interest to depository libraries. This provision reads:

"for supplying books to depository libraries, \$75,000; equipment, material, and supplies for distribution of public documents, \$35,000; . . . Provided, That no part of this sum shall be used to supply to depository libraries any documents, books, or other printed matter not requested by such libraries."

and really enacts the principle of selection. In plain English it prohibits sending any documents that have not been requested.

The Superintendent of Documents will send to the librarians of depository libraries very shortly a circular bringing this matter to their attention with lists from which selections are to be made. Probably these will be in the hands of depository librarians by the time this report is read.

At the last meeting of the Documents Round Table at Swampscott a number of librarians who desired immediate delivery of documents gave their names to Miss Hartwell, one of the staff of the Superintendent of Documents. The Superintendent at once tried the experiment of making immediate shipments of documents to these libraries and after an interval directed a letter to them asking for an expression of opinion on immediate shipments. Every response received was favorable to its continuation, and the Superintendent of Documents then prepared to circularize all libraries concerning immediate deliveries. This plan however was interrupted by the hearings on, and the passage of the law mentioned above. Under this law immediate deliveries will be made, but librarians should note especially that selection is now mandatory, and no documents will be sent to any library unless they have been

requested, and once requested, if publication is continuous, they will continue to be sent, until the law is changed, or the librarian requests their discontinuance. It was the express wish of Congress, through its Committee, that wasteful distribution be absolutely discontinued. Libraries failing to make a selection after due notice will not receive any documents. Those that make a blanket request for all will have to satisfy the Superintendent of Documents that they can take care of them properly, so far as shelving, cataloging, and circulation are concerned.

At present we can only report progress on the pamphlet which we hope to prepare on the handling and circulation of documents in public libraries. It is hoped that something more definite can be said at the Detroit conference.

H. H. B. MEYER, Chairman.

PUBLICITY

The Publicity Committee reports progress as follows:

1. An effort was made to obtain material for a new handbook, for general use in library campaigns, on Why we need a public library. It is recommended that the A. L. A. headquarters office prepare and publish this handbook.

2. A conference of state library commission and state library association officers was held at Chicago during the mid-winter meetings, to consider methods of obtaining library publicity in the newspapers of the various states. The Chicago office of the Associated Press co-operated in this conference and sent to its state correspondents a circular urging co-operation with state library officials.

3. The idea of a daily publicity breakfast at the Detroit Conference grew out of the discussion at the meeting mentioned above.

4. A comprehensive outline with series of recommendations regarding A. L. A. conference publicity was submitted to the headquarters office and the president.

5. The Committee held a special meeting at Chicago for the consideration of National Library Week, suggested by the success of Children's Book Week, National Thrift Week, and by the preparations made for the Missouri Book Week and the Indiana Library Week. The Committee recommends that Na-

tional Library Week be celebrated in the spring of 1923; and the Committee will co-operate heartily with the Association and the headquarters office in preparing and executing the plans.

Respectfully submitted on behalf of the committee,

W. H. KERR, Chairman.

May 20, 1922.

RECIPROCAL RELATIONS WITH OTHER NATIONAL ORGANIZATIONS

The work of this committee has been carried out as far as possible bearing in mind the point of view of the Committee on Committees. The larger part of the work of the committee such as appointing A. L. A. representatives for various national meetings and arranging exhibits, etc., has therefore been handled through the Secretary's office.

Among other meetings at which the A. L. A. has been represented are the following: Emily Van Dorn Miller represented the A. L. A. at the meeting of the Country Life Association at New Orleans; Edna I. Allyn, of Honolulu (appointed by the Executive Board of the A. L. A.) represented the A. L. A. at the Educational Conference held in Hawaii; Margaret Dunlap represented the A. L. A. at the Southern Co-operative League meeting; Mr. Marron, the American Prison Association meeting; Claribel R. Barnett of Washington represented the A. L. A. at the conference in Washington for the discussion of the Towner-Sterling Educational Bill; the A. L. A. co-operated with the N. E. A. on American Education Week, December 4-10; with the Booksellers, Publishers and Boy Scouts of America on Children's Book Week; with the President's Unemployment Conference Committees by obtaining information about library buildings in course of construction; with National Thrift Week organization; Dr. Putnam, Mr. Wyer and others represented the A. L. A. at the burial of the unknown soldier at Washington on November 11th.

Your committee recommends to the Council:

- (1) That the A. L. A. co-operate to the fullest possible extent with the American Press Association, made up of representatives of weekly newspapers in the United States in

order to further the county library movement.

(2) That the A. L. A. seek reciprocal relations with the American Farm Bureau Federation and secure the active aid and support of this strong organization in the interest of furthering the movement of the county library.

(3) That the A. L. A. establish close alliance with the Booksellers' Association and the National Association of Book Publishers and provide A. L. A. speakers for their programs from time to time.

(4) Believing that the importance of a public library as a function of municipal government still needs to be impressed on municipal executives your committee suggests that a showing at conferences of mayors would be valuable.

Respectfully submitted,

C. W. SUMNER, Chairman.

PAUL M. PAINE,

WILLIAM TEAL.

RECRUITING

Your Committee on Recruiting for Librarianship, consisting of the twelve members whose names are given at the end of this report, was appointed in November 1920 by the Executive Board of the A. L. A. Our first report, submitted at the Swampscott meeting, may be found on pp. 92-96 of the American Library Association *Annual Reports, 1920-21*.

The work of the committee this second year has been conducted on much the same lines as the work during the first year. Letters* have been sent to the librarians in 604 colleges and universities asking their help again this year in persuading college men and women of suitable personality to consider librarianship as a desirable profession and suggesting that this help can be given:

1. By attractively written articles in their student publications.
2. Through talks by competent speakers at student assemblies.

The speaker might well be the librarian of the college or an alumnus who is a librarian.

3. By personal interviews with individual students.
4. By the distribution of printed matter about library work.

Write to A. L. A. Headquarters for samples of such printed matter.

5. By sending personal letters to selected students, as was done last year by William E. Henry, librarian University of Washington, Seattle. A sample of this letter is enclosed.
6. By securing the co-operation of your college vocational adviser, who should be supplied with printed matter concerning librarianship.

Sample letters have also been supplied to these same librarians, to be sent by them to individual students, in which it is stated that the supply of trained librarians is limited and the demand for them is increasing and that library work offers:

1. The chance for individual development.
2. Congenial surroundings and social contact.
3. A choice of work not limited geographically.
4. Opportunity for advancement for proved ability.
5. A range of subject interest as wide as human knowledge.

Posters printed by the A. L. A. have been supplied to college librarians and others to be used as an aid in recruiting; letters were sent to supervisors, or leaders of high school library work in 25 different states, requesting them to bring before the high school librarians of the state the desirability of encouraging "a selected few among their students who seem especially adapted to library work to shape their course in high school and college so that they will be well prepared to undertake it."

Circular letters have been sent to the directors of approximately 100 private schools for girls, enclosing copies of "Books and a vocation" and stating briefly the requirements and attractions of the profession. From A. L. A. Headquarters suggested articles for use in college magazines were sent to a selected list of 21 women's colleges and to 164 co-educational colleges. A considerable correspondence on recruiting has been conducted by the Committee and by A. L. A. Headquarters.

Recruiting material printed by the A. L. A., or supplied in the form of reprints from articles printed elsewhere, has been accumu-

*Copies of the circular letters, pamphlets, placards and other recruiting material mentioned in this report are available at A. L. A. Headquarters.

lated at A. L. A. Headquarters in considerable quantities. This is being distributed to advantage, is bringing results and will continue to bring results. Some of the more important of these articles are the following:

Training for librarianship, by Mary W. Plummer.

Library work, an opportunity for college women, by June R. Donnelly.

Library work for young men, by J. C. Dana.

Library as a detective agency, by F. K. W. Drury.

Books and a vocation, by a committee of the Association of American Library Schools.

Recruiting for librarianship, by Mary E. Hazeltine, in the *Wisconsin Library Bulletin* for December 1921, reprinted in *Standard Catalog Bi-monthly* for March 1922.

Librarianship, by Charles H. Compton, in the *Open Road*, May 1922.

Recruiting for librarianship, by J. A. McMillen, in *Library Messenger*, Missouri Library Commission bulletin, April 1922.

Article in *Minnesota Library Notes and News*, April 1922.

The committee feels that a larger fund should be provided for the publication and distribution of recruiting material. Our most effective work is done through publicity, and appropriate printed matter in large quantities will be needed. In this connection the chairman feels that a recruiting manual should be prepared and published for distribution to A. L. A. members, to members of all recruiting committees, to college librarians, high school librarians, and vocational advisers. Such a manual would give definite suggestions as to how to proceed in the actual work of recruiting and would list available material with its price and where it could be obtained.

At the urgent request of the A. L. A. Recruiting Committee, local recruiting committees have been appointed by various organizations. Twelve library schools have appointed such committees from among their alumni. Ten state library associations have appointed recruiting committees and several more state associations have indicated that

the appointment of such a committee will be considered.

Members of these state committees have addressed college and high school students in Wisconsin, Michigan, Alabama, North Carolina and at Wellesley college. Similar work has doubtless been done in other states and in other colleges.

Letters were sent to 25 supervisors of high school libraries requesting that they bring the subject of recruiting for librarianship to the attention of the high school librarians in their states. Replies from California, Kentucky, Indiana, Rhode Island, Connecticut, New Jersey, Texas, New York, Illinois, Iowa and Oregon, indicate that such work has either been done or will be done.

Your committee has promoted the idea that the subject of recruiting be included in programs for library meetings. This suggestion has been acted upon in many cases that have come to the attention of the Committee.

The Committee heartily appreciates the splendid help and support given it by the A. L. A. Headquarters. Miss Bogle and Mr. Milam have made many valuable suggestions and have taken care of the bulk of the work and correspondence.

The committee would make four recommendations for the coming year:

1. Provide and distribute printed material and posters in larger quantities.
2. Prepare, publish and distribute a recruiting manual.
3. Work out a plan for presenting the subject to students in colleges, universities and high schools, with a selected list of speakers having definite assignments, for the more important institutions.
4. Endeavor to interest college presidents in adding a course in library science to the college curriculum in sections where schools seem to be needed.

Respectfully submitted,

J. T. JENNINGS, Chairman.

IRVING R. BUNDY,	ERNEST J. REECE,
F. K. W. DRURY,	RENA REESE,
FRANCES E. EARTHART,	FLORA B. ROBERTS,
ALICE M. JORDAN,	GRACE D. ROSE,
FLORENCE OVERTON,	CHARLES H. STONE,
ANNIE A. POLLARD,	ALTHEA WARREN.

RESOURCES OF AMERICAN LIBRARIES

I beg to submit the following preliminary report of the Committee on Resources of American Libraries:

The initial work of the Committee was inaugurated in consequence of a resolution passed at a meeting of the Conference of Eastern College Librarians in November, 1920. At that meeting a committee, consisting of the librarians of Harvard, Yale, Columbia, Cornell and Princeton, was appointed to initiate a movement looking toward a better differentiation in the field of purchase of the larger university libraries.

The Committee met in New York in January, 1921, and following the meeting letters were written to the following national scientific societies:

The American Historical Association,
The Modern Language Association,
The American Philosophical Association,
The American Psychological Association,
The American Political Science Association,
suggesting, first, that they should institute, each within its own field, a study of existing resources for investigation; second, that they should attempt to work out a program of collection which would result in the purchase of material in lines not now covered and in the elimination of unwise duplication.

The replies received from these societies indicated great interest in the plan but an inability to finance the study of library resources. In every case, however, committees have been appointed, and it is hoped that during the coming year and before the next annual meetings of the societies a definite plan can be worked out.

The work done by this preliminary committee was discussed at the meeting of the Western College Librarians at Chicago in December, 1921, and it was the judgment of that conference that the committee should be placed on a national basis and should have behind it the prestige of the American Library Association. As a consequence the

Executive Board authorized the appointment of a committee consisting of the following:

J. T. GEROULD, Chairman.
WILLARD AUSTEN,
W. W. BISHOP,
F. C. HICKS,
ANDREW KEOGH,
W. C. LANE,
A. H. SHEARER,
P. L. WINDSOR.

Negotiations will be undertaken immediately with others of the major national societies, and within another year we shall hope to be able to make a more definite report.

The above is submitted purely as a report of progress.

Very truly yours,
JAMES THAYER GEROULD, Chairman.

REVISION OF ADAMS' MANUAL OF HISTORICAL LITERATURE

The Committee on the Revision of Adams' Manual of Historical Literature has been in co-operation with the Committee of the American History Association which is preparing the work. It has ceased to be a Revision of Adams' and has become a new Manual. Publication arrangements have been made with the MacMillan Co. and editorial work has continued with interruptions. Of the thirty chapters, four are ready for the printer, the others are in various stages of progress. The hope of publishing in 1922 is, however, not to be justified but the book may go to press before the end of the year.

AUGUSTUS H. SHEARER, Chairman.

SALARIES

The Salaries Committee was not appointed until January, 1922. Accordingly, this report will largely be of work begun and recommendations for future work, rather than of things actually accomplished. The Committee early agreed upon the following as an initial program:

1. That certain salary statistics should be printed annually such as:
 - a. Salary statistics of 30 large public libraries.
 - b. Salary statistics of 30 medium sized public libraries.
 - c. Salary statistics of 30 selected college and university libraries.

2. That State Library Commissions be requested to publish salary statistics along with other statistics of libraries in their respective states, general distribution to be made to libraries within each state.
3. That a comparison of salaries paid to teachers and librarians in 10 cities be made. That the cities be selected by the Committee and the librarian of each be asked to report on librarians' and teachers' salaries, showing in the case of both librarians and teachers the training and experience required.

It is planned later to collect salary statistics also of state, federal and endowed libraries.

Questionnaires have already been sent out from A. L. A. Headquarters covering the public and college libraries as recommended in No. 1. The schedule of positions in the A. L. A. Revised Form for Library Statistics has been used but grades have been so defined that it should be possible for librarians to make more exact comparisons of salaries paid in different libraries. The results of these questionnaires will be printed in the *A. L. A. Bulletin* and perhaps in separate form so that they may be available for use with library trustees and tax levying bodies for it is with them that library salaries largely have to do, not with the public in general. The Committee believes that the first thing for the A. L. A. to do is to print annually such facts regarding library salaries. Librarians then can use these facts as they see fit.

The printing of salary statistics by library commissions should be of special value to small libraries. At the suggestion of the Salaries Committee, the Library Extension Division of the New York State Department of Education has sent out a circular letter to all libraries within the state in an effort to secure comprehensive salary statistics in New York. If this Division can compile the data received from this questionnaire it may well prove very helpful to other state library commissions in gathering similar data within their states.

The Committee will endeavor to have a resolution submitted to the League of Library Commissions at its meeting in Detroit with the purpose of having the League endorse the

collecting and printing of salary statistics by library commissions.

The Committee would especially recommend that every state library association have a standing committee on salaries. The value of such committees is well illustrated by the exceedingly good reports on library salaries published by the Committee on Salaries of the California Library Association and the Pacific Northwest Library Association.

Adequate library appropriations as a whole invariably result in better salaries and the Committee is glad to know of the attention which the Trustees Section plans to give to this topic at Detroit. In this respect the Committee would point to the fact brought out in the report of the Committee on Salaries of the Pacific Northwest Library Association that county libraries generally pay higher salaries than other libraries and accordingly an important aid in the solution of the salary problem would be the further extension of the county library system.

In order to ascertain the present status of the salary situation, the Committee wrote to a number of representative libraries in different parts of the country. The purpose of this letter was to find out whether appropriations were being decreased and whether salaries had been decreased. No library had decreased salaries but a number had been unable to make their usual increases. This is in spite of the fact that some of the same cities have reduced the salaries of other city employees. Half of the libraries had received larger appropriation for 1922 than 1921; the other half had received less. A number of libraries had used other funds and special book funds in order to make salary increases. One of the methods of economy was the employing of more untrained assistants. The Committee thinks that it is rather remarkable considering the widespread present tendency to reduce taxes, that libraries have not been more seriously affected. In a number of cities, in spite of this tendency, increased appropriations had been secured but there is no doubt that libraries generally will be affected more or less by this demand for lower taxation. Much was done during the war toward increasing library salaries, and the salaries proposed for librarians in the bill in Congress for reclassification of civil service employees is encour-

aging. However, they are far from being at the level which they should be in most communities. It is the opinion of the Committee that comparatively little can ever be accomplished toward the recruiting of high grade library school students or of making certification practical until library salaries are more generally and widely increased.

The Committee recommends that A. L. A. Headquarters with the aid of the Salaries Committee should, as far as time will allow, be constantly making studies and printing them, of various phases of the library salary problem. For example, a study should be made of the practice of libraries regarding the giving of stated salary increases within grades; on what basis they are made; whether they are made annually on the recommendation of the librarian with the approval of the Board or automatically; what methods are used to prevent employees receiving increases without merit.

Other subjects for special studies might be Budgets of individual librarians selected at random; Study of the effect on library salaries of employees living at home. The Committee is certain that much can be learned from the fight for higher salaries which has been and is being made by teachers especially through the N. E. A. Every number of the *Journal of the National Education Association* includes data on teachers' salaries and the N. E. A. also is publishing compilations on teachers' salaries of which the January bulletin is an exceedingly good example.

There is a difference of opinion on the part of the various members of the Committee regarding the setting up of a standard by the A. L. A. for a minimum beginning salary for trained library assistants. Mr. Perry, formerly chairman of the A. L. A. Salaries Committee, and Mr. Jennings, chairman of the Pacific-Northwest Library Association Salaries Committee, are both of the opinion that this would be desirable, but there are, undoubtedly, others who would not agree with them. The Committee, however, would suggest that this would be an interesting question to be considered at a meeting of the A. L. A. Council.

There is no more important question before American libraries than library salaries and

the best efforts of the Association officially and of librarians individually should be put forth to raise the standard of salaries. Publicity that can be obtained on library salaries in general magazines and elsewhere should be of benefit to all libraries but the raising of salaries will depend almost entirely upon the efforts of the individual librarian and his board. Evenden's comprehensive report on teachers' salaries demonstrates through convincing statistics that there is little if any connection between the wealth or prosperity of a city and the scale of salaries paid to teachers. It says, "The above study would conclusively indicate that this question of increases to teachers' salaries is largely a matter of local progress, and depends more upon the development of a favorable community attitude or upon the aggressive work of a superintendent or teachers' organization than upon any economic development of the community. Such a study is evidence of the oft repeated statement that a community will find the means of supporting schools when convinced that it is a desirable thing to do."

The Salaries Committee's primary object should be to supply ammunition to the librarian in his fight for the development of a favorable community attitude toward better library salaries. The Committee, it would seem, can best do this by making available such facts bearing on salaries as have been indicated in this report.

Respectfully submitted,
CHARLES H. COMPTON, Chairman.
MARY E. DOWNEY,
FRANKLIN F. HOPPER.

May 6, 1922.

SPONSORSHIP FOR KNOWLEDGE

The members of the Committee on Sponsorship for Knowledge believe the time has arrived when the American Library Association should consider seriously the formal adoption of a system of "Sponsors for Knowledge." This belief is based chiefly on what seems the obvious need for making known sources of information on many questions that are frequently asked but unsatisfactorily or provisionally answered—particularly in the library field. Business houses are more and more establishing their special libraries, in connection with which they ask "What is the best

system of classification to adopt?" Therefore there is need of a sponsor, by appealing to whom this question will become more and more satisfactorily answered each time it is asked. There is much talk about "business English," and the American mind looks for authority on many questions that are not answered or not finally answered through the usual dictionaries or books on English, and would therefore appreciate a source of appeal. Hence the need of a sponsor for "business English," who will bring enthusiasm to the problem of giving satisfaction when the usual channels fail. The community center movement is active and meets with varying success in different places. Its literature is becoming vast and there is need of an unbiased opinion on the many questions that accordingly arise in connection with this movement. Of course, there are many authorities on community centers in this country, but will not a single library or librarian accept responsibility for "who's who and where-to-look" for information regarding community centers? Again, always a difficulty with libraries and such business houses as have many yearly publications to send for is the method of follow-up, the reminder, or "tickler" that will prevent oversight and consequent failure to obtain some annual publication that is much needed. There has been a committee of the Special Libraries Association of Boston looking into this subject, and its report will probably have been published by the time of the library conference at Detroit. Hence the chairman of the above committee would be a natural sponsor for the "method of follow-up."

The Committee might mention dozens of subjects, but to do so would make this report too lengthy. Suffice to say that, with the courage of its convictions, the Committee offers the following *local* sponsorships, included in which are members of the Library Extension Service Committee which meets at the Boston Public Library every Tuesday afternoon.

Business English: Lee.

Classification systems for business libraries: Hartzell.

Community centers: Tripp.

Convention specifications: Chamberlain.

Educational extensions: Moyer.

Factory libraries: Whitmore.

Information bureaus: Gibbs.

Reference desk methods: Chase.

Stamps and coins: Wellman.

Trusteeship of libraries: Belden.

By way of bringing matters to a head the following resolution is offered: "That this report be considered final, the Committee discharged and the central office of the American Library Association take measures necessary to officialize sponsorships to at least a hundred in number, during the year beginning July 1, 1922."

The Committee would emphasize the need for publicity as a feature of prime importance, as it has proved easy to secure sponsors, but difficult to make the public know or librarians realize that the system exists.

CHARLES F. D. BELDEN,

GEORGE WINTHROP LEE,

GEORGE H. TRIPP,

HILLER C. WELLMAN,

FRANK H. WHITMORE.

May 1, 1922.

STANDARDIZATION OF LIBRARIES

No report.

TRANSFER OF LIBRARY WAR SERVICE ACTIVITIES

During the past year two branches of the former Library war service continued in active operation, and conditions arose that made it necessary for the A. L. A. to continue its interest in them, and in fact take an active part in their operation. These were the Library service at Coblenz, and the Hospital Library Service throughout the United States. Both of these activities had been transferred to the United States government, the Library service at Coblenz on January 1st, 1921, and the Hospital Library Service, July 1st, 1921. The transfer of the Library service at Coblenz occurred at a time when the War service funds were at a low ebb, and it seemed advisable to concentrate expenditures on the Hospital Library Service where the need was greater, and no government funds were available.

Immediately after the transfer of the Coblenz library it appeared that owing to many unusual demands there were no government funds available to carry on the library serv-

ice, with the result that it was transferred to the Y. M. C. A. and that organization has carried it on up to the present time. But the Y. M. C. A. funds also proved inadequate, as was disclosed by the visit of Wm. W. Bishop, in October, 1921, which resulted in the expenditure of \$1000 of the Library War fund, which had been augmented since the beginning of the year. This money was expended in New York under the direct supervision of Mr. Hopper, of the New York Public Library staff, who looked after all details and sent the books in the most expeditious way possible, so that they reached Miss Steere at Coblenz in time to save the situation.

A letter from the Acting Adjutant General, dated Washington, Apr. 27, 1922, referring to the work of the Y. M. C. A. states that "library books amounting to \$500.00 were purchased during the latter months of 1921 by that organization and additional provision was made for the purchase of books amounting to \$100.00 per month during the year 1922, such books to be placed in the library but to remain the property of the Young Men's Christian Association.

"In view of the generous contribution made by the American Library Association during November, 1921, and the provisions made by the Young Men's Christian Association, it would appear that a reasonable quantity of new books has been supplied to the American Forces in Germany during the recent months."

At present the Committee has under advisement the re-transfer of the books sent by the A. L. A. to Coblenz. Their distribution will probably be in part to the American Library in Paris, and in part to the Y. M. C. A. in Europe for their international welfare work.

The Hospital Library Service has presented a far more difficult problem. On the first of July, 1921, the formal transfer of the whole service to the United States government was completed, and both personnel and books were taken over. Funds were assured by the appropriation of \$100,000 for the purchase of books, etc., in the Act making appropriations for the War Risk Insurance. This peculiar arrangement made it somewhat difficult for the Public Health Service,

under whose jurisdiction most of the hospitals for the ex-service men were being carried on, to conduct the library service.

The first difficulty arose in connection with the position of the director of the service. It seemed to the government officials administering the fund of \$100,000 that this salary could be saved by turning the work over to some one already in the government service, and this was done about the end of September. On the other hand to the Committee and to the Public Health Service authorities, it appeared best to have some expert librarian continue to act in connection with the service, and Miss Webster was retained in an advisory capacity, her salary being paid by the A. L. A. out of Library War Service funds. There can be no question that this arrangement worked for the great advantage of all concerned.

On May 1st, 1922, a final transfer of the service to the newly created Veterans' Bureau was made in pursuance of an executive order of the President. This order placed the management and control of all the hospitals previously operated by the Public Health Service for veterans of the World War in the United States Veterans' Bureau and of course included the Hospital Library Service. What the status of the Director of the service will be under the new arrangement, it will be impossible to say, but the matter is under consideration.

At this point it may not be amiss to quote from a letter sent by the Surgeon General, H. S. Cumming, under date of May 5th, 1922, to Mr. Root concerning "the library service as now operated under the supervision of Miss Caroline Webster of the American Library Association."

"This separation of the Public Health Service from a large share of this work gives appropriate occasion for me to express to you, as the head of the American Library Association, the very keen appreciation of the Public Health Service for the most excellent co-operation of your organization in carrying on satisfactory work in the hospitals of this Service.

"I wish to assure you that this work throughout, both before and after its transfer to the Public Health Service, has not only been satisfactorily done, but has shown itself

to be a factor of essential importance in the operation of our hospitals. We have all been so much impressed with the value of this service as to consider it an essential part of the successful operation of our hospitals.

"I also take this occasion to express my gratitude that the American Library Association should have found it feasible to lend us the services of Caroline Webster, under whom this work has been developed, organized and managed. Miss Webster has shown a fine spirit of co-operation and without her services this organization would never have functioned with such satisfaction."

A second difficulty in connection with the transfer of the Hospital Library Service arose from the slowness with which government funds became available and government purchases are made, and toward the end of 1921, it became necessary for the A. L. A. to purchase books and place subscriptions for magazines to be used in the library hospitals.

While the original instructions to the Committee were to wind up the Library War Service in all its branches as rapidly as possible it has not been found advisable to do so in the case of the Hospital Library Service. There can be no question that if the A. L. A. had withdrawn absolutely, the men in the hospitals would have suffered greatly for lack of proper library service. It is the plain duty of the A. L. A. to use what funds of the War service remain, to supplement the work of the government, as far as its limited funds permit to secure the best possible library service to the men in the hospitals.

H. H. B. MEYER, Chairman.

UNION LIST OF PERIODICALS

The Committee on a Union List of Periodicals reports progress but has no definite results to offer at present. Several conferences have been held between the Chairman and the President of the H. W. Wilson Company. A tentative scheme has been worked out and at a later date it is hoped that this scheme will be brought forward for discussion at the Detroit meeting. In the meantime a preliminary examination will be af-

forded at the meeting of the American Library Institute in Atlantic City on the afternoon of Friday, April 28.

Very respectfully,
H. M. LYDENBERG, Chairman.
J. T. GEROULD,
WILLARD AUSTEN,
C. W. ANDREWS,
A. E. BOSTWICK.

VENTILATION AND LIGHTING OF LIBRARY BUILDINGS

Your Committee on Ventilation and Lighting of Library Buildings had expected to submit its final report at the meeting of the Council in Chicago last December. However, the work of the Committee on Library Revenues, of which the undersigned is also chairman, was deemed of such importance that all available time was given to that subject; in other words, the report was not drafted for that meeting.

The scientific data which has been gathered by the Committee makes this report a voluminous one, and a draft of this will be submitted to the other members of the committee at Detroit preliminary to handing in the final report.

Respectfully submitted,
SAMUEL H. RANCK, Chairman.

WORK WITH THE BLIND

From a total of about \$12,200 given for books for the blind, there have been embossed 83 titles, comprising 108 volumes of Revised Braille, and one title in five volumes of Moon Type. Fifty-five percent of these books are fiction.

Selected papers on philosophy by William James, *Caleb West, master diver* by F. Hopkinson Smith, and *Heyday of the blood* by Dorothy Canfield Fisher have just been brailled.

Florence Nightingale and *The end of General Gordon* from *Eminent Victorians* by Lytton Strachey, and *The age of innocence* by Edith Wharton are in press. After this work has been paid for, the balance on hand will be sufficient to braille another book.

Although for a year and a half no funds have been solicited, gifts totaling more than \$2000 have been received, and two organiza-

tions indicate their intention to make further gifts.

Mention of the following authors and organizations contributing to this work show wide-spread interest and co-operation:—Henry Van Dyke, Ida M. Tarbell, Edith Wharton, Thomas Nelson Page, Mrs. Jack London, Mary Roberts Rinehart, Mary Raymond Shipman Andrews, Irvin S. Cobb, Edward E. Peple, Montague Glass, Jack Lait, Frank Crane, Holworthy Hall, Anne Sedgwick, Herbert Adams Gibbons, Ida M. Leupp, Grace S. Richmond, Albert Payson Terhune, Eleanor Porter, Helen Mackay, Stewart Edward White, Will Payne, Booth Tarkington, The National W. C. T. U., Red Cross Institute for the Blind, Drexel Library School, Daughters of Ohio in New York, Braille Society of Pittsburgh, etc., etc.

One donor desired a book put into Moon Type, which is not embossed in this country. The work was done in England by the National Institute for the Blind which agreed to provide copies of the work to American purchasers at 3s 6d per volume. Contrary to expectation a number of libraries were required to pay the general increased price of 16s per volume charged all American purchasers of N. I. B. publications.

This Committee, meeting at the Library of Congress on February 18, passed the following resolutions, "Our Committee expresses its thanks to Cornelia Rhoades who, relative to the raising of a fund to be used by the English as a memorial to the late Sir Arthur Pearson, set forth in an able letter which appeared in the *New York Times*, *The Tribune* and *The Sun*, the great need for embossed books here in America. The Committee heartily endorses the appeal made by Miss Rhoades that in view of the high prices which the American purchaser must pay for the embossed English publications, some of those in this country who intend contributing toward the fund may be willing to help the American blind as well."

The Committee also addressed the American Foundation for the Blind, expressing a hope that that organization would issue a statement of the need for funds for embossing in America.

It was the sense of Committee members

that we should urge the Chicago and Cleveland Public Libraries to serve grade one and a half braille books to readers throughout the Middle West.

In response to a request from the Georgia Library Commission for aid in establishing a circulating library in Georgia, loans were offered by the Cincinnati Library Society for the Blind and the Library for the Blind, New York Public Library. A loan from the former source has been effected, and the Georgia Library Commission is prepared to circulate this small group of books which will be changed from time to time. The Commission hopes also to act as a clearing house of information on library facilities (outside the state) available for the blind of Georgia; to compile a mailing list of the blind of the state with a notation of the types read by each; and to send out circular letters of information from time to time to all persons listed.

Our definite interest follows the proposed publication by the A. L. A. of a list of books in 12 point or larger type. The real need for such a list is indicated by inquiries from readers needing to be relieved of eye strain, persons with defective vision whose eyes are likely to improve under favorable conditions, and old people no longer able to read ordinary print.

The American Foundation for the Blind, incorporated and organized in the past year, is the possible realization of many ideals and efforts to unify the work for the blind. It is hoped and believed it will do great things for the blind of America, and that its reflex influence will be helpful to the blind of other countries. The objects of the Foundation are briefly these: (1) To co-operate with existing agencies or such agencies as may hereafter be established in promoting all and every interest of the blind in America and to initiate movements for such purpose; (2) To endeavor to secure local, state and federal legislation for the welfare of the blind and the partially blind; (3) To establish and maintain, with the necessary personnel and equipment, such bureaus and departments as may be required for its work, such as (a) Bureau of information and publicity to assemble, systematize and disseminate all available data in

any way relating to work for the blind, (b) Bureau of research to ascertain, develop and standardize, by comparison, experimentation, and otherwise, the best methods of instruction, kinds of apparatus and appliances, organizations, procedures, etc., for the various lines of work for the blind and the partially blind, (c) Bureau of education to improve every facility for preparing the blind and the partially blind for the greatest possible participation in the activities and enjoyments of life.

The Charter and By Laws of the American Foundation for the Blind provides for Trustees representing various phases of work for the blind and of other interests.

To represent librarians and others specially interested in libraries for the blind and departments for the blind in libraries for the seeing, Dr. Arthur E. Bostwick, librarian, St. Louis Public Library, was elected Trustee.

Again this year an extension half-course on The Education of the Blind was given by the Graduate School of Education of Harvard University.

Thirty lectures were given by eight speakers on the following subjects: The education of the blind historically to date; The general situation of public work for the blind in Massachusetts, i. e., provision for the adult, prevention, relief; Placement; What a teacher of sight-saving classes should know of the eye and its diseases; The attitude of the seeing toward the blind; How to get up public demonstrations; Home teaching; The story of the Royal Normal College for the Blind, London; The psychology of blindness and the blind.

Eleven students were registered, of whom five were blind.

Last year's summer course for teachers of the blind, given at Peabody College, Nashville, Tennessee, will be extended and repeated this summer.

A course of instruction for home teachers of the blind was given at Columbia University the summer of 1921.

The National American Red Cross is organizing and training groups of volunteer braille transcribers in Chapters throughout the country. A pamphlet giving self taught braille

lessons has been published, and is distributed with other necessary information about the work. Braille books are copied primarily for the American war-blind, but they will ultimately go to the blind of the country.

The Red Cross nurse is a well-known figure the world over. The woman who sits at her braille writer or slate copying books for the blinded soldier to read is a new picture in Red Cross work, yet she has had a vital part in the rehabilitation of the war-blind. What the volunteer is now doing for the war-blind will be done also for the civilian blind. Many readers long for more popular and up-to-date books. Unless a vast endowment is forthcoming, their wants will never be met save by the volunteer copyist, as braille printing is not a commercial proposition.

In England where braille printing is endowed by the Carnegie Trust Fund, hand-copying has long been in vogue. A hand-copied book will last for years if well done on suitable paper and properly shellacked.

In the past three months 9506 pages of braille manuscript have been received, proof-read and bound into 109 volumes. Among the longer books are, *Thomas Alva Edison* by F. A. Jones, *Seventeen* by Booth Tarkington, *Age of innocence* by Edith Wharton, and *Mary-Gusta* by Joseph Lincoln.

"Up to April 1, 1922, 510 ex-service men have been referred to the United States Veterans' Bureau on account of blindness or seriously defective vision. Of this number 390 have been given training to overcome their handicap, 260 of them having been at Evergreen School for the Blind; 277 are in training at the present time, 85 at Evergreen, 130 in other institutions, and 62 in training on the job, or in project training on their own farm or in their own business.

"The Red Cross Institute for the Blind, popularly known as 'Evergreen,' located at Baltimore, Maryland, was an outgrowth of U. S. General Hospital No. 7, which was established to care for the United States blinded soldiers and sailors upon their return from France. In May, 1919, the hospital was taken over by the American Red Cross as a school for the training of blind ex-service men under contract first with the Federal

Board for Vocational Education and later with the U. S. Veterans' Bureau. On January 1, 1922, the school was taken over by the U. S. Veterans' Bureau, the name being changed to Evergreen School for the Blind.

"There exists in the United States no other institution for the training of the adult blind, other than a few workshops and industrial homes, which with one or two exceptions, are not equipped for the training of our ex-service men. Evergreen School for the Blind is to give the pre-vocational or fundamental training necessary for the blind to all ex-service men blind or with seriously defective vision who are eligible for training under the law, and certain special courses of vocational training particularly adapted for the blind.

"The pre-vocational training consists of courses in the reading and writing of braille, touch typewriting, various kinds of hand training such as basketry, wood working, hammock making, etc., to teach the newly blinded adult to use his hands in place of his eyes. Music instruction is also given.

"The vocational training consists of courses in massage, store keeping, dictaphone operating, poultry husbandry, commercial basketry, cigar making, music and vulcanizing.

"To see a totally blind man go into the laying pen, take a hen out of the trap-nest, feel the braille number on her leg-band and record on the braille slate he carries that number and his report, is a convincing demonstration of the value of applied braille."

The optophone, an instrument to enable blind persons to read ink print has been tried out in England. Careful tests made by a reader who had studied the instrument for eight months show a reading speed of from two to three words per minute. The instrument is delicate, complicated, and expensive. It is doubtful whether it could be kept in repair by the average reader. Those conducting the tests are unanimous in opinion that adult blind persons could not obtain a greater speed than thirty or thirty-five words per minute, the speed which is reached by expert telegraphers in reading the Morse code, and that even such a rate of reading would not become possible unless a long period were devoted to the subject without interruption. The Federated Engineers Development Corporation of Jersey

City is handling the machine in this country. It sells for \$600.

Respectfully submitted,
 GERTRUDE T. RIDER, Chairman.
 ANNIE CARSON,
 MRS. EMMA N. DELFINO,
 MABEL R. GILLIS,
 LUCILLE A. GOLDTHWAITE,
 N. D. C. HODGES,
 LAURA M. SAWYER,
 BERNARD C. STEINER,
 S. C. SWIFT.

Appendix

Alabama

Birmingham Public Library—Birmingham has now 100 books in revised braille. The first aim of the Birmingham Association for the Blind is to provide a splendid library of such books, as this will supply a definite need and provide recreation for many people in many communities.

Another definite aim of the Association is to provide instruction for blind people in the Birmingham District.

—Excerpt from the *Bulletin of The Alabama Library Assn.*

California

Sacramento State Library Statistical Report of Books for Blind Department.

1921

Total number of books.....	13,736
A. B.	2,960
E. B.	1,973
Line	192
Moon	3,281
N. Y.	2,299
Rev. B.	942
Standard Dot	16
Ink	297
Music—	
A. B.	1,169
E. B.	146
Line	21
Moon	3
N. Y.	184
Rev. B.	94
Appliances	81
Games	45
Maps	33
Borrowers	1,664
Circulation	31,973

HOME TEACHING

Total number of lessons.....	2,032
Home	1,304
Library	635
Visits and calls.....	699
Addresses	8
Hours of correspondence and preparation of lessons.....	711

The first sight-saving class in the West was started in San Francisco on the third of this month, largely through the efforts of Miss Foley, one of our Home Teachers.

In Oakland there is a group of women calling themselves the Women Volunteers of Oakland, California, who have put into revised braille a large number of stories, articles, etc. Their work is very well done. We with the help of one of our blind borrowers, proof read the sheets, then shellac and bind them. These books have proved a most valuable addition to our library. In addition to giving us these books, every week they put into braille several sheets of news, sending it to a number of our deaf-blind borrowers. The last one to receive these sheets of news each week is a deaf-blind man who has lost his sense of touch and reads with his upper lip.

MILTON J. FERGUSON, State Librarian,

District of Columbia

Library of Congress, Library for the Blind, Washington—The circulation of books March, 1921, to March, 1922, was 24,789; 1402 borrowers were served; 94 are residents of the District of Columbia.

Books—

Revised braille, grade one and a half.	924
English braille	2424
French, Spanish, Serbian and Roumanian braille	198
Moon type	1354
New York point	2060
American braille	569
Line type	442
Miscellaneous types	65
Magazines	54
Music	286
Pamphlets, maps, etc.....	560
<hr/>	
Total collection	8936

921 volumes of revised braille, grade one and a half circulated 5740 times.

For three years we have fostered the production of hand-copied books, primarily for blinded ex-service men. Several hundred volunteer workers have been instructed in braille transcribing. Five blind proof readers work under our direction.

Six months ago the National American Red Cross became deeply interested in this work and has sponsored the spread of it.

GERTRUDE T. RIDER, In Charge.

Maryland

Evergreen School for the Blind, Baltimore.—The Braille library at Evergreen School for the Blind, although small, contains more books in revised braille, grade one and a half, than any other library in the country. Its chief interest, however, lies in the fact that out of the 1395 volumes in the library, 822 are hand-copied books, transcribed by volunteer workers throughout the country, under the direction of Mrs. Gertrude T. Rider, of the Library of Congress. One can see from these figures the great value of the volunteer work since the press made volumes amount only to 573 in number and include many duplicates.

The monthly circulation varies from 104 to 178 volumes. One important feature of the library is the reading room, where the men go during their spare time to read and smoke in quiet.

To those who have been engaged in this work from the beginning and remember the hard struggle these newly-blinded men had in acquiring braille, and how much they disliked it, it is a source of much gratification to see what happiness and comfort it is now bringing to many of them. Many instances could be cited showing the present popularity of the once much despised subject; if a book is read and liked by one reader, the news soon spreads, and in a short time we have a waiting list for the book. When at the hospital, the men send to us for braille books as soon as they are able to read. One man who had been having a book read aloud to him, was delighted to find that he could finish the story himself in braille. This serves to give a slight idea of the important

place which braille is now filling in the lives of our students.

JOSEPH E. VANCE, Director.

ELISABETH DAVISON, Librarian.

Massachusetts

Library of the Perkins Institution, Watertown.—The circulation of our embossed books among the blind is constantly increasing. There is more and more demand by our readers for the books embossed in the braille system, grade one and a half. We have now 255 different books in this type, making 480 volumes. The books in Line type and New York point are gradually being diminished through discarding worn out copies. The American braille we replenish for use in our class rooms and for many of our readers. We accessioned 995 volumes last year in the different types.

Our total circulation was increased by 1,996. We registered 958 active readers in the school and outside. We sent through the post office to different parts of the United States and to Canada 8,922 volumes. This with the 5,981 volumes circulated in the school made a total circulation of 14,903. We are supplying reading matter to the blind of New England, but also send books anywhere if readers are not able to obtain them nearer home.

We have standing orders for copies of each new publication in grade one and a half at the Howe Publishing House: the Clovernook Printing House and for Moon books at the Moon Society, London, England. We also order two or more copies of all the books printed in grade one and a half by the American Printing House for the Blind. The American Brotherhood of Free Reading for the Blind presents us with two copies each of its publications. We hope to have at least one copy of everything printed in grade one and a half.

Our special reference library on blindness and the blind for the use of all students of the subject has been increased by books in English, French and German. We have also purchased from Dr. Mell of Vienna many German war posters connected with the blinded soldiers. This collection of *blindiana* was much used from October to February by the students in the Graduate School of Education at Harvard University who were tak-

ing the course on the education of the blind conducted by Mr. Allen. The lectures were given at Harvard and the Saturday morning talks and demonstrations were given in the Library at Perkins Institution. The students in this course were most enthusiastic and all who took the final examination passed with credit.

As last year, two of our teachers will go again to the George Peabody Normal College, Tennessee, in June to teach classes for teachers of the blind. An additional teacher in manual training goes with them this year. One part of this course includes libraries for the blind, giving all information as to where libraries are and how they may be used. In this way many learn how the blind in out-of-the-way places may obtain reading matter. We are now referring readers to our newer centers in Alabama, St. Louis and Texas.

LAURA M. SAWYER, Librarian.

New York

State Library for the Blind, Albany—The collection of the New York State Library for the Blind on April 1, 1922, consisted of 11,336 volumes printed in six different types.

	<i>Literature</i>	<i>Music</i>	<i>Total</i>
American braille.....	1,579	82	1,661
English braille,			
Grades 1, 1½, 2, 3..	3,065	274	3,339
Line	531	....	531
Moon	1,435	7	1,442
New York point.....	2,700	1,660	4,360
Standard dot.....	3	....	3
			<hr/>
			11,336

The circulation of books, music and magazines from April 1, 1921, to March 31, 1922, was 17,085.

Because of the very high cost of the printing and of the binding of embossed type books and because of a decided reduction in the appropriation for buying and printing books for this Library, but one publication, and that the generous gift of Nina Rhoades, was printed this year. It was Mrs. Mary Raymond Shipman Andrews' story, *His soul goes marching on*, written for President Roosevelt's birthday. The Roman Catholic women of Albany and Troy have been much interested in copying books in Grade 1½ and have given several titles to the Library

which were printed by the Xavier Free Publication Society for the Blind of New York City.

MARY C. CHAMBERLAIN, Librarian.

New York City

New York Public Library, Library for the Blind—The circulation for the year 1921 was 36,817. The number of readers using the Library for the Blind during the year tallied 1129. In a survey of the location of borrowers of the library it was found that 20 percent of the blind citizens of the city use the library in spite of the fact that opportunities for spreading any book news to these readers is very limited.

NUMBER OF VOLUMES ACCORDING TO TYPE

American braille	2,062
Revised braille, grade 1½.....	1,081
Revised braille, grade 2.....	3,777
Moon type	4,239
New York point.....	2,396
Line letter	323
Miscellany (Standard dot, etc.).....	54
Music scores	5,970

19,902

LUCILLE GOLDTHWAITE, Librarian.

Ohio

Cincinnati Library Society for the Blind— number of volumes.....	4,182
Number of magazines.....	8
Number of borrowers, active 414, in- active 800	1,214
Circulation 1921	4,807
Attendance at three weekly readings...	2,800
Attendance at monthly entertainments..	2,000
Attendance at Friday morning class...	3,500
Passes from Cincinnati Traction Com- pany	19,200
Tickets to concerts.....	545

The past two years of the Cincinnati Library Society for the Blind have been busy and interesting ones. The four weekly meetings of the blind held at the Public Library are eagerly looked forward to, not only by the blind, but by the volunteer workers who conduct them. At three of these meetings the new books and current events are read. The fourth meeting is held for the purpose of teaching the embossed type, pencil writing, sewing, knitting, etc.

New books are added in revised braille and New York point as rapidly as they are published. Mr. Charles Boldt very kindly gave five hundred corrugated boxes to be used in sending these books through the mail to blind readers in many states. The catalogs printed in New York point and revised braille have proved to be the greatest help to borrowers, as some are deaf as well as blind, and some live alone, it would be very hard to have an ink print catalog read to them.

GEORGIA D. TRADER, Secretary.

Pennsylvania

Philadelphia Free Library, Department for the Blind—During 1921 the names of 96 new borrowers were added; of these 34 reside in Philadelphia, 30 in Pennsylvania and 32 in other states. The 880 active borrowers during the year were divided as follows: 345 in Philadelphia, 300 in Pennsylvania, 235 in other states.

The distribution of embossed books according to types and place was as follows:

Type	Phila.	Pa.	Other States	Total
American braille.....	1,916	1,482	304	3,702
European braille.....	136	28	41	205
Revised braille, grade 1½.....	958	267	52	1,277
Line letter.....	7	36	12	55
Moon.....	12,777	6,452	5,607	24,836
New York point.....	311	211	89	611
Total.....	16,105	8,476	6,105	30,686

On December 31, 1921, there were in actual use 7,232 accessioned volumes, divided as follows:

American braille	1,393
European braille	183
Revised braille, grade 1½.....	243
Line letter	271
Moon	4,557
New York point.....	585

7,232

Twenty new titles were added during the year, making the total number 1,354.

EMMA R. N. DELFINO, Chief,
Department for the Blind.

Pittsburgh

Carnegie Library—We have for the use of the blind in western Pennsylvania, a collection of 1295 books in American braille, 137

in English braille, 190 in line, 1451 in Moon, 755 in New York point and 259 in revised braille, making a total of 4087 embossed books. Of these 1144, chiefly Moon Type, are the property of the Pa. Home Teaching Society, of Philadelphia; 7302 books were circulated and 40 new readers were added during 1921. A standing order has been placed with the American Printing House, to cover all books except text-books, which are embossed in revised braille. This will insure prompt delivery of all the new books. Catalogues of our books for the blind, in ink print, are to be ready for distribution very soon. The Pa. Home Teaching Society employs a teacher who works within a radius of 25 miles of Pittsburgh and through her we are able to keep in personal touch with a great many of our readers.

MARION P. WHITAKER,
Librarian for the Blind.

Canada

National Institute for the Blind, Library
Department, Toronto—

Books	Titles in Volumes	
English braille	984	3,247
New York point.....	689	3,048
Moon type	192	803
French braille	99	301
Esperanto	27	29
American braille	16	31
Italian braille	10	19
German braille	5	5

2,022 7,483

Bound Music	Titles in Volumes	
English braille	37	64
New York point.....	69	175

106 239

Sheet Music		
English braille	391	
New York point	1,150	
	1,541	
Total books and music.....	9,263	

Though our braille sections were not opened till the Library had been in existence for several years, our English braille titles are approximately 300 greater than those in New York point. English braille volumes

are only 200 odd in excess of New York point. The reason is that for convenience in mailing, as well as lasting quality, we had the majority of our New York point books bound in small volumes or pamphlets. We found that the bulky volumes usually supplied in the case of New York point soon became racked and broken-backed in traveling all over the country. The smaller volumes, however, seem to last almost indefinitely.

New York point, even though it had not been formally voted out of existence would have been doomed in this country to gradual extinction, because braille books (I here have particular reference to British publications) contain more reading matter per volume, cover a greater range of subjects and offer a much greater choice of that class of somewhat light fiction demanded by the majority of blind readers, just as is the case with sighted library patrons. Classics are all right and should be provided in proper doses, but the average readers ask for excitement, action, emotion, love, hate, and all the gamut of the vaudeville and melodramatic class of literature.

Until a year ago the British presses were running full time on light fiction and this library at least could not keep pace with the demand of its patrons for work of the kind referred to. For the past twelve months, the National Institute for the Blind has been paying more attention to text books for school purposes than to general library needs. We, therefore, are hard put to it, to get sufficient new stuff for our readers. The American Library Association could do no better in my estimation at least, than confine its assistance to American embossers, to the field of fiction, and fiction of a quick, thrilling, emotional type.

Our total circulation for 1921 was 12,296, an increase of 800 odd over the circulation of the previous year. By far the greatest amount of this circulation must be accredited to braille. Our publishing department was concerned mostly with the production of text books for the Ontario School for the Blind, but we managed to print George H. Locke's splendid little historical work *When Canada was New France*. We are now, by the way, about to braille Louis Hémon's *Maria Chapdelaine*, a delightful story of present day French-Can-

adian life in the wilds of Northern Quebec. We, of course, also have published regularly, our *Braille Courier*, a magazine in grade one and a half braille.

S. C. SWIFT, Chief Librarian.

WORK WITH THE FOREIGN BORN

The principal activities of the Committee this year have been in two lines: in correspondence with librarians seeking advice and information, particularly in problems of book-buying; and in the preparation of the series of articles on library relations with various immigrant groups, the first numbers of which have appeared in the *Library Journal* as follows:

Yiddish literature, in the number of December 15, 1921; the Polish immigrant and the library, part 1, January 15, 1922; the Library and the Japanese, February 15, 1922. The Roumanian immigrant and the library, May 1, 1922.

Part 2 of The Polish Immigrant and the library is in the hands of the editor. An article on library work with Greek immigrants is about ready and other topics are in preparation.

It has been the aim of these articles to furnish such practical information as will be of use to librarians generally. They have found much appreciation also on the part of the immigrant groups discussed. The Polish immigrant and the library was reviewed editorially at considerable length in the Polish press and has produced real interest among the Polish public in the work of libraries. The chairman of the Committee has been asked to take charge of weekly library columns in two important Polish newspapers. This could be made a work of much value in the extension of library interest and influence, and in the Americanization through the library of the Polish people.

The chairman represented the Committee at the National Conference of Social Work in Milwaukee in June, 1921, and at the Conference of the Department of Work with Foreign Born Americans of the Episcopal church at the same time. From Milwaukee she went at her own expense to Stevens Point, Wisconsin, to the Mother House of the Polish Sisters of St. Joseph, where she addressed the Order on How the library

can help the Sisters in their teaching. This was an important piece of work; not only because the Sisters addressed teach 225,000 children in parochial schools in 7 states; but also because it marked the beginning of great possibilities in parochial school relations. People who regard the public school as the universal melting-pot are apparently not aware that hundreds of thousands of children of foreign parents attend parochial schools where they are segregated by race. The library is the only agency so situated as to be able to establish helpful and effective contacts with these children and their teachers and the importance of so doing cannot be overestimated.

The Committee are in a position to promote this work by visiting other teaching orders, having invitations to other Mother-Houses, but it is felt that the Association ought to meet the necessary expenses of travel; and it is perhaps not amiss to say that there should be assurance that the Sisters will be received at the libraries they find it convenient to use with the responsiveness and interest they have been promised.

A round table on work with the foreign born is in preparation for the Detroit conference, and it is designed to make the program one of practical helpfulness.

The following suggestions are made to the Association as the general conclusions of the year, and it is recommended that they be adopted by the Council as an A. L. A. platform on library work with the foreign born:

1st. The public library should be absolutely democratic in regimen and administration, giving equal service to the whole public regardless of the place of nativity. Where funds are insufficient, preference should be given to those portions of the community having least opportunity at their own command.

2nd. In order to provide the service which is the just due of all taxpayers, and which is an essential part of the educational and recreational functions of the public library, the immigrant people should be provided with reading matter which they can use, both in easy English books and in books and periodicals in the native tongue.

3rd. Assistants should be trained for work with immigrants as a special field of library work, and encouraged in the study of racial understanding and of immigrant literatures

and of the characteristics of immigrant cultures. Library schools should incorporate work along this line into their regular courses.

4th. In communities having considerable immigrant population, the library should be given prominence as a social institution, and should be made in actual fact a community center. We recommend in this connection the free use of library rooms for clubs, public meetings and the like; formal invitations to organizations such as societies, lodges and study-classes for carefully planned visits; and also that libraries take the initiative in the public introduction of official representatives of European countries, such as consuls and visiting members of legations, and of distinguished European visitors of races locally represented. The public library is admirably situated as a place for informal public receptions which, in the entertainment of distinguished guests, may naturally bring together native and foreign born elements of the population, to the great increase of mutual respect and appreciation.

In conclusion, the Committee call the atten-

tion of the Association to the fact that no work worth doing can be accomplished without an expenditure of money on the part of some one. We as individuals and the libraries with which we are connected have met all the expenses of the work of the last two years, but our limit is about reached. For the editorial work which is open to us, and for the correspondence which comes to us, stenographic help is necessary, and we should have a fund with which to provide it. The Committee are willing to give their time for constructive thought and careful planning, and for the establishment of contacts and the accomplishment of work, but they feel that they should be relieved of the need for doing themselves those mechanical processes which might be taken care of at the expenditure of a small amount of money.

Respectfully submitted,

ELEANOR E. LEDBETTER, Chairman.

HANNAH C. ELLIS,

JOSEPHINE GRATIAA,

MARION HORTON,

MARGERY QUIGLEY,

ADELAIDE C. ROOD.

FINANCIAL REPORTS, 1921-22

FINANCE COMMITTEE

In accordance with the provisions of Section 15 of the Constitution as adopted in 1921, your Finance Committee submits the following report:

The probable income of the Association for 1922 from its various funds has been estimated by the Committee and the Executive Board has made appropriations within these amounts. These budgets setting forth the incomes as estimated, have been printed in the *Bulletin* for January (pp. 20-21) and it is, therefore, unnecessary to report their details herewith.

The Committee thought it desirable to continue the practice instituted last year of having the various accounts of the Association audited by a certified public accountant instead of by the members of the Committee, and again engaged for this work the firm of Marwick, Mitchell & Company. This firm has, under the Committee's instructions, audited the following funds of the Association for the year 1921:

American Library Association General Funds.

James L. Whitney Fund.

American Library Association Publishing Funds.

American Library Association War Funds.

American Library Association Books for Everybody Fund.

The disbursements made from these various funds were verified by reference to the supporting vouchers and cancelled checks, and the various cash balances and securities held by the Association, deposited in bank, or in the hands of the Trustees of the Endowment Fund, were also found to agree with the balances reported by the Treasurer of the Association and by the Trustees.

The afore-mentioned audits have been examined and approved by the Finance Committee and will be laid before the Executive Board at its next meeting with the recommendation that they be adopted by that body, according to the practice of recent years.

The securities in the custody of the Trustees of the Endowment Funds have been examined as hereinbefore intimated, and checked by the certified public accountant, and the Committee finds that this audit agrees with the annual report of the Trustees for the period of January 15 to December 31, 1921.

The accounts of the James L. Whitney Fund, which are in the hands of the Treasurer, have been examined and found to be as stated by him in his annual report.

Respectfully submitted,
 GEORGE B. UTLEY, Chairman.
 HARRISON W. CRAVER,
 CARL B. RODEN.

May 8, 1922.

TRUSTEES OF THE ENDOWMENT FUND

The Trustees of the Endowment Fund beg leave to submit the following statement of the account of their trust for the period from January 15, 1921, to December 31, 1921. The fiscal year heretofore adopted by the Trustees has been from January 15th to the following January 15th, but at the request of the Secretary of the American Library Association we have changed our fiscal year to the calendar year, which has been adopted to conform to the reports of the Association.

In April, 1921, we suffered a great loss in the death of M. Taylor Pyne, who for several years had been associated with us. By election of the Association, J. Randolph Coolidge, jr., of Boston, succeeded Mr. Pyne.

During the past year we have received from the Treasurer of the Association the sum of \$19,447.21 in cash, and Liberty Bonds to the amount of \$1,000. The cash has been invested in Liberty Bonds of the second and fourth issues, which the Trustees felt was for the best interests of the trust fund.

One bond of the United States Steel Corporation was paid May 1, 1921, and this amount, together with the premium of \$100, was invested in Liberty Bonds. All of the above investments were to the credit of the Endowment Fund.

The Trustees have made no change in investments during the past year.

The usual audit of the investments and accounts of the fund was made by the Messrs. Marwick, Mitchell & Co., certified public accountants. Respectfully submitted,

EDWARD W. SHELDON,
 WM. W. APPLETON,

J. RANDOLPH COOLIDGE, JR.,
 Trustees of the Carnegie and Endowment Funds of the American Library Association.
 Dated April 13, 1922.

STATEMENT OF CARNEGIE AND ENDOWMENT FUNDS

Carnegie Fund, Principal Account

Cash donated by Andrew Carnegie.....\$100,000
 Invested as follows:

Date of Purchase		Cost.	Book Value.
June 1, 1908	5,000 American Telephone and Telegraph Company 4% Bonds due July 1, 1929, interest January and July	96½	\$ 4,825.00
June 1, 1908	10,000 American Telephone and Telegraph Company 4% Bonds due July 1, 1929, interest January and July	94¾	9,437.50
June 1, 1908	15,000 Cleveland Terminal and Valley Railroad Company First Mortgage 4% Bonds due Nov. 1, 1995, interest May and November.....	100	15,000.00
June 1, 1908	10,000 Seaboard Air Line Railway (Atlanta-Birmingham Division) First Mortgage 4% Bonds due May 1, 1933, interest March and September	95½	9,550.00
June 1, 1908	15,000 Western Union Telegraph Company Collateral Trust 5% Bonds due January 1, 1938, interest January and July.....	108½	15,000.00

June 1, 1908	15,000	New York Central and Hudson River Railroad Company, Lake Shore Collateral 3½% Bonds were exchanged February 10, 1916, for.....	
	15,000	New York Central Railroad Company Consolidated Mortgage Gold 4% Bonds, Series "A," due Feb. 1, 1998, interest February and August	90
			13,500.00
June 1, 1908	15,000	Missouri Pacific Railroad Company Collateral Trust 5% Bonds were exchanged for.....	
	15,000	Missouri Pacific Railroad Company First and Refunding Mortgage Gold 5% Bonds due 1923, Series "B," interest February and August. 104%	15,000.00
Aug. 6, 1909	1,500	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1964, interest May and November.....	106%
			1,500.00
July 27, 1909	1,000	United States Steel Corporation Sinking Fund Gold 5% Bonds due April 1, 1963, interest May and November.....	102½
			1,000.00
May 3, 1909	15,000	United States Steel Corporation Sinking Fund Gold 5% Bonds.....	104
			15,000.00
May 5, 1921	200	United States Third Liberty Loan 4¼%....	90.64
			181.28
Jan. 1, 1922		Cash on hand, United States Trust Company....	6.22
			<u>\$100,000</u>

The Surplus Account was increased \$100.00 during 1917 by Premium received on one United States Steel Corporation Sinking Fund Gold 5% Bond called in at \$110.00, making the Surplus Account \$350.00, invested in Liberty Bonds May 7, 1918, Third Liberty Loan, 4¼%.

Endowment Fund, Income Account

1921			
January 15		Balance on hand.....	\$ 16.46
May 2		United States Steel	200.00
May 16		United States 2nd 4¼.....	262.45
June 15		Int. U. S. 4¼.....	28.44
Sept. 15		Int. U. S. 4¼.....	2.13
Oct. 15		Int. U. S. 4¼.....	272.02
Nov. 1		Int. U. S. Steel.....	175.00
Nov. 15		Int. U. S. 4¼.....	262.42
Dec. 15		Int. U. S. 4¼.....	28.56
			<u>\$1,247.48</u>

Disbursements

1921			
May 5		Accrued Int. on U. S. 2nd 4¼.....	\$ 247.85
May 5		Accrued Int. on U. S. 4th 4½.....	29.04
June 8		Exchange on checks.....	5.06
June 8		Cash to E. D. Tweedell, treasurer.....	196.96
June 6		Exchange on check.....	.10
June 18		Exchange on check.....	.10
Aug. 19		Exchange on check.....	.10
Dec. 7		E. D. Tweedell, treasurer.....	739.71
1922			
January 1		Cash on hand, United States Trust Co.....	28.56
			<u>\$1,247.48</u>

Endowment Fund, Principal Account

1921			
January 1		On hand, bonds and cash.....	\$ 9,561.84
February 3		Life Membership, M. Reynolds	25.00
February 3		Life Membership, A. Strohm.....	25.00
March 7		Life Membership, M. J. Booth.....	25.00
March 7		Life Membership, P. Goulding.....	25.00
March 7		Life Membership, H. M. Leach.....	25.00
March 7		Life Membership, R. H. Schabacker.....	25.00
April 6		Life Membership, A. M. Colt.....	25.00
April 6		Life Membership, E. Tobitt.....	25.00
April 6		Life Membership, G. Whittemore	25.00

DETROIT CONFERENCE

1921			
May	5	Life Membership, G. Wormer.....	25.00
May	5	Am. Liby. Ass'n Treasurer.....	20,447.21
May	5	Profit U. S. Steel Bond.....	8.75
May	5	Premium U. S. Steel Bond.....	100.00
June	4	Life Membership, A. J. McCarthy.....	25.00
June	4	Life Membership, G. Kraunsnick.....	25.00
June	4	Life Membership, A. V. Jennings.....	25.00
June	16	Life Membership, W. F. Sanborn.....	25.00
June	16	Life Membership, B. E. Davis.....	25.00
August	18	Life Membership, L. E. Adams.....	25.00
August	18	Life Membership, O. S. Davis.....	25.00
August	18	Life Membership, W. H. Kerr.....	25.00
August	18	Life Membership, Mrs. W. H. Kerr.....	25.00
August	18	Life Membership, L. A. Shepard.....	25.00
August	18	Life Membership, Mrs. Elizabeth Claypool Earl.....	50.00
			<hr/> \$30,667.80

Invested as follows:

Invested as follows.			Cost	
Date of Purchase				
1908				
June	1 2	U. S. Steel Corporation Sinking Fund Gold 5% Bonds	98½	\$ 1,970.00
October	19 2	U. S. Steel Corporation Sinking Fund Gold 5% Bonds	102½	2,000.00
November	5 1½	U. S. Steel Corporation Sinking Fund Gold 5% Bonds	101	1,500.00
1910				
July	27 1½	U. S. Steel Corporation Sinking Fund Gold 5% Bonds	102½	1,500.00
1919				
May	7	U. S. Victory Loan 4¾%.....		700.00
1921				
May	5	12,000 U. S. 2nd 4¼ expires 1942.....	87.30	10,483.50
May	5	350 U. S. 2nd 4¼ expires 1942.....	87.36	305.76
May	5	12,000 U. S. 4th 4¼ expires 1938.....	87.42	10,497.90
May	5	300 U. S. 4th 4¼ expires 1938.....	87.50	262.50
May	5	500 U. S. 4th 4¼ expires 1938 (Amer. Liby. Assn.)		500.00
May	5	500 U. S. 5th 4¾ expires 1923 (Amer. Liby. Assn.)		500.00
May	5	100 U. S. 3rd 4¼ expires 1928		90.64
1922				
January	1	Cash on hand, United States Trust Co.....		357.50
				<hr/> \$30,667.80

Carnegie Fund, Income Account

1921			
January	15	Balance.....	\$1,174.77
February	1	Int. New York Central.....	300.00
February	1	Int. Missouri Pacific.....	375.00
March	1	Seaboard Air Line.....	200.00
March	15	Int. U. S. Bond.....	7.42
May	2	Cleveland Terminal.....	300.00
May	1	Int. United States Steel.....	437.50
July	1	Int. Western Union Telegraph.....	375.00
July	1	Int. American Telephone and Telegraph.....	300.00
August	1	Int. New York Central.....	300.00
August	1	Int. Missouri Pacific.....	375.00
September	1	Int. Seaboard Air Line.....	200.00
September	15	Int. U. S. Government 4¼.....	11.71
November	1	Int. Cleveland Terminal.....	300.00
November	1	Int. United States Steel.....	437.50
December	1	Int. on deposits.....	75.84
			<hr/> \$5,169.74

Disbursements

1921			
May	5	Accrued Int. on U. S. Bonds.....	1.18
May	5	Accrued Int. on U. S. Bonds.....	.59
June	8	E. D. Tweedell, treasurer	2,000.00
December	7	E. D. Tweedell, treasurer	2,000.00
December	2	United States Trust Company Commission.....	75.00
1922			
January	15	Cash on hand, United States Trust Company.....	1,092.97
			<u>\$5,169.74</u>

TREASURER'S REPORTS

January 1 to April 30, 1922

The annual financial reports for the calendar year 1921 for all funds except Endowment Funds were printed in the January *Bulletin*. The annual report of the Trustees of the Endowment Fund and of the Finance Committee are printed here.

The financial statements of the Treasurer for January 1 to April 30, 1922, are printed here for information.

GENERAL FUNDS

Receipts

Balance, January 1.....	\$ 6,664.20
Membership—Annual dues	11,026.90
Life memberships	175.00
War Funds (for year 1922).....	1,000.00
Interest, December to April (inclusive)	56.20
	<u>\$18,922.30</u>

Expenditures

<i>Bulletin</i>	\$ 1,815.21
Conference	142.91
Committee	129.00
Salaries	5,480.08
Additional service	485.34
Supplies	752.67
Postage, telephone and telegraph	357.06
Travel	56.77
Miscellaneous	187.90
President's Contingent Fund	19.66
Trustees' Endowment Fund	175.00
	<u>9,601.60</u>

Balance, April 30.....	9,070.70
Permanent balance, Nat'l Bank of the Republic...	250.00
	<u>9,320.70</u>
	<u>\$18,922.30</u>

PUBLISHING FUNDS

Receipts

Balance, January 1.....	\$ 449.33
Sale of publications.....	4,408.44
Booklist subscriptions	5,177.08
Sale of books (Review copies)....	900.00
Interest, Dec. to April (inclusive)..	10.52
	<u>\$10,945.37</u>

Expenditures

Salaries	\$ 2,656.36
Printing <i>Booklist</i>	1,234.85
Advertising	468.32
Express and postage	631.79
Supplies	883.69
Incidentals	200.84
Publications	2,377.94
Travel	477.50
	<u>8,931.29</u>
Balance, April 30.....	2,014.08
	<u>\$10,945.37</u>

JAMES L. WHITNEY FUND

Principal and interest, January 1...	\$ 664.21
Interest, January 1	1.78
Eighteenth installment, January 21, 1922	35.85
April 15, Liberty Bond Coupons....	12.74
	<u>\$ 714.58</u>

Fund accounted for as follows:

U. S. 4th Liberty Loan	
4½ Bonds, par value	
\$600.00	\$ 530.68
Cash in Savings Account,	
Union Trust Company	183.90
	<u>\$ 714.58</u>

WAR FUNDS

Receipts

Balance, January 1.....	\$77,071.84
United War Work Campaign.....	9,737.50
Miscellaneous	162.10
Interest on bank balance, Dec. to April (inclusive)	289.97
	<u>\$87,261.41</u>

Expenditures

Headquarters expenses....	\$ 1,000.00
Hospitals	5,824.94
Paris	250.00
Preserving War Service	
Material	299.73
Miscellaneous	685.30
	<u>\$ 8,059.97</u>
Cash on hand, April 30....	\$21,862.70
Liberty Bonds and Thrift Stamps (par value)....	31,550.00
U. S. Gov. Cert. of Indebtedness	25,263.74
Librarians and Agents....	525.00
	<u>79,201.44</u>
	<u>\$87,261.41</u>

BOOKS FOR EVERYBODY FUND

Receipts

Balance, January 1.....	\$16,834.00
New cash contributions and payments on pledges—	
Cash	\$ 3,888.63
Liberty Bonds	1,000.00
	<u>4,888.63</u>
Interest, Liberty Bond coupons....	21.22
Interest, Dec. to April (inclusive)..	135.40
	<u>\$21,879.25</u>

Expenditures

Books for the Blind.....	\$ 709.41
Library Extension	300.14
Booklist, Reading Courses and book publicity.....	1,080.04
General library publicity..	328.35
Recruiting	130.22
Trustees' Endowment Fund	2,765.67
	<u>\$ 5,313.83</u>
Balance, April 30.....	\$15,565.42
Liberty Bonds	1,000.00
	<u>16,565.42</u>
	<u>\$21,879.25</u>

Respectfully submitted,

EDWARD D. TWEDELL,
Treasurer.

May 17th, 1922

SECTIONS AND ROUND TABLES

AGRICULTURAL LIBRARIES SECTION

The Agricultural Libraries Section held two meetings, Lucy E. Fay, chairman, presiding. In the absence of the secretary, Mary G. Lacy, Anna Dewees was asked to act as secretary.

First Session

At the first session on June 27, Prof. Charles A. Keffer, director of the Division of Agricultural Extension, University of Tennessee, addressed the Section on *THE PLACE OF THE LIBRARY IN A PROGRAM OF NATIONAL DEVELOPMENT*.^{*} He said:

Any national program of agricultural development must include the library, both as a practical aid to the farm business and as an abiding source of interest and culture in rural life.

We can not hope for a library—hardly for a well filled book shelf—in every country home; hence provision must be made for community, county, state, or institutional library service through which country people may secure promptly and at minimum cost the use of the books they need.

More than the city library, the rural library must be amply provided with books of a technical nature, that will aid farmers in their problems of soil fertility, crop production, livestock management, and marketing. Even more than men engaged in industrials, the farmer needs such help. Because of his isolation, he is a pronounced individualist.

In general reading the outstanding need of the rural family is to form the reading habit; hence the libraries of rural circulation should be replete with attractive books that will invite the reader. They should be quite as entertaining as informative, and they must recognize the value of the simple word.

They should compass the entire range of literature. The farmer may be a serious minded man, intent on facts, but the farm boy and the farm girl also are to be considered: poetry, fiction and travel are quite as necessary as economics, history and biography among books for farm families.

The division of extension in the colleges of agriculture, by virtue of their varied experience and the nature of their organization, should be helpful in making plans for book distribution in rural communities.

Second Session

The second session was held on the afternoon of June 30. The program was divided into three parts: (1) ORGANIZATION, (2) ADMINISTRATION and (3) EXTENSION SERVICE IN AGRICULTURAL LIBRARIES. The chairman spoke of the survey of state agricultural college and experiment station libraries which had been made by Charlotte A. Baker and Miss E. A. Dilts of Colorado, and Lucy M. Lewis of Oregon, and pointed out that the program of the session was based on the findings of that survey. The discussion of the ORGANIZATION of agricultural libraries was led by Claribel R. Barnett, who, in her introductory remarks, said that agricultural college work develops certain problems not found in general college work, and the same is true of agricultural college libraries. This fact had been forcibly brought out by the survey of them made last year. It is important that agricultural librarians see their work in relation to the policies and problems of the various departments of the institution. The purpose of the afternoon's discussion should be to arrive at some fundamental principles which later may be applied to individual problems. Every librarian should formulate a policy and have it down in writing. It will, of course, be changed to meet changing conditions, and to satisfy one's growing vision of the work. A written policy helps to clarify one's own ideas, often answers unexpected questions, and, if presented to professors and heads of departments, will help to give them a sympathetic understanding of the work of the library and of its problems.

Miss Barnett pointed out that there are three types of agricultural college libraries:

1. The experiment station library kept sep-

^{*}Abstract.

arate from the college library and devoted somewhat exclusively to the use of the station workers, as is the case in Virginia.

2. The agricultural college and experiment station combined in a single agricultural library and kept separate from the university library. Wisconsin and Minnesota are of this type.

3. College and station collections of agricultural literature consolidated with the agricultural college or university collections in general and administered as one unit. This is the plan in Oregon.

Which of these types is the best it is difficult to say arbitrarily. Advantages and disadvantages are connected with each. However, when the topography of the campus and the location of the buildings are such as to make the third type feasible, the balance of the arguments are in its favor.

It was pointed out that the field of research to be covered in the collections of the college library is necessarily determined in a large measure by the amount of money at the disposal of the librarian for the purchase of books and periodicals. The students' needs must come first because the education of students is the reason for the existence of the college, but no librarian in an institution where research work is done, could be satisfied not to be able to supply at least some of the needs of the research workers. The librarian should be a recognized member of the faculty, both for the sake of the students and the faculty. He should be a member of the committee on station, college and extension publications and might well assist in the care of mailing lists.

In the discussion which followed, H. S. Green of the Massachusetts Agricultural College read the library policy of that institution. Grace Derby of Kansas and Lucy E. Fay both advocated centralized collections, while Olive Jones of Ohio stated that the needs of the Ohio State University are more adequately met by departmental collections.

The discussion of the second part of the program, ADMINISTRATION, was led by Olive Jones. The selection and purchase of books was discussed by P. L. Windsor of the University of Illinois who gave a helpful account of the procedure at that institution. He

stated that the tendency is to leave more and more of the funds assigned to the college of agriculture to the use of the library committee of the college which is very desirable.

H. O. Severance of the University of Missouri explained that in Missouri the state appropriates funds for the library. The University library buys general books, and the books of special interest to a department are purchased at the request of that department until the quota set aside by the library for the department is spent.

The discussion of bulletin material brought forth the fact that most libraries keep two or more sets of bulletins. Several strongly advocated keeping a duplicate set arranged by subject. Mrs. Linda E. Landon of the Michigan Agricultural College reported that she had a collection of duplicates and would be glad to supply missing numbers as far as possible. She will also place libraries on the mailing list to receive extension publications.

The discussion of the third section of the program, EXTENSION, was led by H. S. Green, librarian of the Massachusetts Agricultural College. In his introductory remarks Mr. Green stated that the publication of library leaflets or book lists is a great aid in spreading information about extension work. Discussion brought out that county agents, home demonstration workers and college extension service workers can be of the greatest help in finding the people who need and want the extension service of the library. E. Kathleen Jones of the Massachusetts Department of Education described library extension work in that state and outlined the plans for the use next year of the new county fair method of bringing books to the attention of the visitors to the fair. There will not be, as heretofore, a book booth, but a few books, some free bulletins and some lists of books and bulletins in various exhibition booths. Poultry books will be placed with the poultry exhibit, canning instructions and garden books with fruits and vegetables. In the house-keeping equipment booth there will be novels, poems and various cultural books with a poster advocating the purchase of the equipment and the reading of the books.

W. P. Lewis, librarian of the New Hampshire State College, presented a report on the

financial situation of the *Agricultural Index*, which stated that with very few exceptions librarians have paid the increased price with a good grace and have written letters expressing their appreciation of the value of the *Index* and their willingness to do their part to keep it going.

Miss Barnett chairman of the Resolutions Committee, presented a resolution on the death of Eunice R. Oberly which was ordered to be printed and a copy sent to the family.

Miss Barnett also announced the plan for a memorial in the form of an annual or bi-

ennial prize for the best bibliography in the field of agriculture or the natural sciences which will probably be administered by the American Library Association.

Upon the report of Lydia K. Wilkins, chairman of the Nominations Committee, H. O. Severance, librarian of the University of Missouri, was elected chairman for the next meeting and Mary G. Lacy, librarian, Bureau of Agricultural Economics of the U. S. Department of Agriculture, secretary.

ANNA DEWEES,
Acting Secretary.

CATALOG SECTION

The Catalog Section met on Tuesday and Friday afternoons, Mrs. Jennie Thornburg Jennings of the Public Library, St. Paul, presiding. Ruth Rosholt of the Minneapolis Public Library acted as secretary.

First Session

The chair appointed the following committees:

Committee on Nominations, Adelaide F. Evans of the Detroit Public Library, chairman; Clara P. Briggs, Harvard College Library; and C. H. Hastings, Library of Congress.

Committee on Resolutions, Harriet E. Howe, Simmons College, chairman; Wilhelmina E. Carothers, Minnesota Historical Society Library; Amy C. Moon, St. Paul Public Library; Helen B. Sutliff, Stanford University Library; and Agnes S. Hall, Denver Public Library.

Committee on Recruiting of Catalogers to confer with the general Recruiting Committee of the A.L.A., Grace Hill, Public Library, Kansas City, chairman; Esther A. Smith, University of Michigan Library; Marion I. Warden, Louisville Public Library.

The chair read a letter from W. Dawson Johnston, director of the American Library in Paris, suggesting the extension of the use of printed cards in European libraries and offering his co-operation. The chair appointed as a committee to consider Dr. Johnston's proposal, Charles Martel, Library of Congress, chairman; Mildred M. Tucker, Harvard University Library; and Clement W. Andrews,

librarian of the John Crerar Library, Chicago.

The results of a widely distributed questionnaire on cataloging were discussed in an address on

THE CATALOGING SITUATION*

BY FRANK K. WALTER, *Librarian, University of Minnesota*

To the question "What recent changes, if any, have you noticed in the difficulty of obtaining catalogers?" 40 libraries replied that they saw little or no change. Fourteen find increased difficulty in getting *good* catalogers while 16 notice less trouble in this respect than a year ago. Several avoid trouble by recruiting their catalog forces from their apprentice classes.

Most of those who report increased difficulty in obtaining good catalogers lay the blame on low library salaries generally. On the other hand, the replies as a whole show that the salary schedule is not always responsible. Many libraries whose salaries are below average report much less trouble than do libraries who pay considerably more. The special qualifications required of catalogers have something to do with this question as the libraries which insist on high quality of work usually have more trouble finding people able to maintain the standard. Scarcity of competent help is peculiar to no special type of library. Public, reference, college

*Abstract.

and university libraries seem to suffer in about the same degree.

The range of salaries paid catalogers is wide. Initial salaries vary from \$720 to \$1800 for assistants, according to the kind of work required of them. Head catalogers receive considerably more though only 6 salaries from \$2500 to \$3000 are definitely reported. Few of the head catalogers who sent replies mentioned their own salaries and it is practically certain that many of them would belong in this salary group. There seems to be a tendency to consider \$1500 a basic salary for an assistant with college and library school training or approved experience. Applicants with more than usual training and experience frequently are offered \$1800. Applicants with less than a full college course or library school certificate or extended cataloging experience are often offered from \$1200 to \$1400 though the supply at these figures is very limited. Salaries of \$2000, \$2100 and \$2400 for head catalogers or heads of special cataloging sections are rather common.

Thirty-six libraries report an increasing tendency in salary but it is not clear that all of these expect this tendency to continue. Thirty-one libraries (22 public and 9 college or university) expect their salary schedules to be stationary, at least for a while. The rest of the opinions are too indefinite to base an opinion on but there is no statement of actual or expected lowering of salaries. Neither is there any indication that catalogers are underpaid in comparison with their colleagues. They are usually graded with the rest of the staff and receive corresponding salaries. In 14 cases their salaries are relatively higher. This is due sometimes to the law of supply and demand and sometimes to the higher qualifications required of catalogers.

Many of the libraries reporting an increasing salary scale have automatic or incremental increases based on a predetermined minimum and maximum for specified grades of service. These increases, based on length of service or efficiency or on a combination of the two, are most common in public libraries.

A distinction between professional cataloging and clerical service is common but the line of cleavage is often indistinct and is not

always dependent on the size of the catalog staff. The use of part-time student assistants for clerical work to save the time of trained and experienced catalogers is common in college and university libraries.

Even where the professional status of the cataloger is recognized there is no general agreement as to grades or titles. The most common grades are, head cataloger, first assistant, senior assistant, junior assistant (who may, as far as the title goes, be either a clerk or a trained but inexperienced cataloger). In the smaller libraries there is often no distinction between the two grades of assistants. In the larger libraries there may be a chief or supervisor outranking the head cataloger and a reviser or classifier outranking the assistants. Again, as in the Library of Congress, the senior catalogers may be specialists in definite fields of co-ordinate rank. There may be no definite catalog department, as at the University of Vermont, where, the librarian, Helen B. Shattuck, says, "The assistant librarian and myself do all the 'professional' cataloging . . . with younger assistants to do the clerical part of it." This condition resembles that found in many school, special and business libraries. The main conclusion to be drawn is that local conditions still determine title as well as specific duties and that it is unsafe to appraise a cataloger by title alone.

In college and university libraries the question of professional status can be rather easily measured by the academic rank given those on the payroll. Of the thirty-two libraries in these classes from whom replies were received only 3 gave academic rank to the catalog staff generally—i.e. to those who could be properly considered professional workers. At Vassar "Catalogers rank as instructors or assistants according to qualifications and length of service." At Iowa State College "The head cataloger ranks as instructor in the college; assistants, as college assistants." In 9 others academic rank is given to some members of the catalog staff, usually to the head cataloger and sometimes to heads of sections. At Columbia University "Academic rank is granted by vote of the trustees to supervisors of long tenure of office." At Smith College "All are assistant

librarians. The cataloger in charge has an assistant professor's salary. Librarian only attends faculty meetings but staff has every academic privilege and courtesy." At the University of Chicago "Heads of cataloging and classification departments and two revisers have rank of associate, which is the academic rank next to instructor." At the University of North Dakota catalogers have "Instructor's rank as far as salaries and marching in academic processions go, are not listed with teaching faculty however." In several cases the academic status is rather indefinite. In 16 cases no academic rank is given to the catalog staff.

The dearth of catalogers has a direct bearing on the specific qualifications they are expected to have. The variety of opinion on this matter is great. Most libraries prefer college graduates. Six require college graduation for all but the lower grades. Eight are content with high school graduation. Seven require a year of library school training and many others want applicants with such training when they can get them. Reading knowledge of foreign languages is frequently expected, especially German. Many deplore the lack of experience but few libraries actually require it from applicants. Three take graduates of their own apprentice classes. Five have no requirements except those in force for the entire library staff.

There is fairly general agreement as to the deficiencies. Nineteen libraries find applicants lacking in general education. In 14 they are especially deficient in knowledge of foreign languages and particularly, since the opening of the war, in German. Ten find professional training rather generally lacking. Two assert that candidates most lack application and accuracy. Six do not get enough applicants with experience.

The report of the Sub-Committee on Cataloging last year recommended more diversity of work to overcome the traditional monotony of cataloging. Many quotations would be needed to show what is actually being done in this direction. The need of variety enough to excite interest is almost universally recognized. Attempts to excite and maintain this interest mostly follow three general lines: (1) Holding each member of

the catalog staff responsible for the entire process or a large part of the cataloging process in special classes or types of books; (2) relieving the cataloger of those processes for which she shows little liking or aptitude; (3) relegating clerical and strictly routine work to clerical assistants or dividing it among the staff.

Miss Rosholt has emphasized a fact touched on by several others: that mere diversity may itself become as bad as monotony and that the essential continuity of the cataloging process must be preserved.

Many libraries of all types assign or permit catalogers some regular service at the loan or reference desks or in other departments of the library. This is usually popular with the catalog staff and considered advantageous by the librarian.

Many specific suggestions for improving the cataloging situation were received. Increased salaries was the means most frequently suggested. More recognition of the importance of good cataloging on the part of head librarians, the library staff generally, library school faculties and catalogers themselves, was suggested almost as often. Relatively few suggested better educational and professional equipment for the catalogers but this was undoubtedly implied in many replies to an earlier question. The deficiencies in catalogers which are noticed by Mr. Martel of the Library of Congress may help explain the lack of the recognition desired. He says: "The most common deficiencies are lack of intellectual curiosity and initiative; rather limited range of information in general and even of knowledge of the subjects in which they have specialized, also ordinarily a very slender knowledge of the languages they profess to have studied. Very few seem to devote voluntarily any of their own time to the study of library science and to the acquisition of knowledge of sources of information, which would tend to develop their critical faculty; they are too willing to be told instead of finding out and judging for themselves, and to take things for granted without verifying."

Eighteen libraries consider better teaching in library schools and greater emphasis on the importance of cataloging a very important

factor in improving the situation. To those who remember the insistent and persistent attacks on cataloging courses by students and others this *volte face* is interesting. Longer vacations and better working conditions are frequently mentioned as needed reforms.

A questionnaire similar to that sent to libraries was sent to all library schools giving a full year of professional training and to Adelaide Hasse who conducts a special training course for business librarians. Replies have been received from all but one of these schools, though Miss Hasse has answered only the parts which specifically apply to her special field.

The only school noting any diminution of the demand for catalogers is the Library School of the New York Public Library which reports the demand "Probably not so strong as two years ago; this not because fewer catalogers are needed but because supply has been increased through return of persons drawn off for war work." The demand has increased at Los Angeles, and the universities of California, Texas and Washington. At the others the demand has increased slightly or seems only stationary. Pratt Institute and the University of Wisconsin explain that their training is chiefly for general positions in public libraries—a line of work in which a demand for catalogers would be less marked. The Chautauqua school trains librarians for better work in their present positions and the question of filling new places seldom applies.

The salaries offered library school students follow the general trend. The tendency is toward increase, especially in the positions paying from \$1200 to \$1800. Less increase above \$1800 is indicated. Practically no positions below \$1200 are filled by library school students. The increases offered seem less than a year or two ago. Initial salaries for beginners range from \$1200 to \$1500 with higher offers for the unusually well-equipped up to \$1800.

In view of the rather general feeling that candidates for cataloging positions lack many desirable qualifications, it is noteworthy that the library schools generally feel there has been no material falling off in the quality of their students in cataloging.

The statement is often made, directly or implicitly, that the better type of library school student does not want to catalog. The evidence varies. The general opinion of the schools seems to be that it is not a question of better or worse students as much as one of temperament. Most of the contributors admit that the majority of the students prefer other work, usually work with the public.

Marion Horton, of the Los Angeles Public Library, gave the question to her class as a "project." Quotations from Miss Horton's summary of the results follow: "Of the 20 in the class, 3 prefer cataloging. Two of these are attractive and excellent students, among the best in the class. . . . Six others consider cataloging fascinating but would not want to do it all the time. The reasons they give for liking it vary; one sees the new books; it appeals to those who have a love of system, order and neatness; there is less rush and nerve strain than at the loan desk; it gives opportunity to learn about literature and to enlarge one's stock of information; it requires imagination to choose subject headings and it is always fun to put one's self in another's place. 'An ideal library life would be cataloging with a few hours of desk work.' 'All librarians should do some cataloging because it gives intimate knowledge of books.' The other 11 prefer other work... Reasons for preferring other work are: monotonous detail in cataloging, too much routine, too tiresome sitting still for long hours, being of service only indirectly, unattractive and dingy quarters, lack of personal element. 'The cataloger does not come in contact with many different kinds of people and does not have the joy of finding the exact book for a specific purpose or of finding a bit of literature to suit the taste of a certain person; it does not appeal to one who would rather use than peruse books.'"

In the report of the 1921 subcommittee, revision of the catalog courses in library schools was recommended. Most of the schools report some modification of these courses but the changes are usually not fundamental or extensive. Among the changes specifically mentioned are: closer correlation of theory and practice and of the allied processes of classification, subject headings and catalog

entry; more practice in real cataloging, closer attention to Library of Congress rules and the making of unit cards instead of the great variety of secondary cards with variant forms which were the staple of some of the older manuals of catalog practice. No definite action seems to have been taken on one of last year's recommendations: the differentiation of cataloging instruction for prospective workers in large and in small libraries. A "condensed course" has been considered by the Library School of the New York Public Library but no action has been taken.

The practical character of any instructional course depends primarily on the insight the instructor has into the way his theories harmonize with actual operating conditions. This, in turn, depends on the instructor's experience and his opportunities for keeping in touch with present approved practice in his subject. Of the present instructors in cataloging in the library schools represented, all but possibly one (whose answer is not clear) have had experience as catalogers for periods ranging from 1 to 25 years, aside from their instructional work. This service has been in libraries of many sizes and types. Four have, in addition, been employed in reference work. Eleven of the 16 have also held administrative positions from head cataloger to public and university librarian. If library school instruction does not always follow local practice in the libraries to which the students go, it does not necessarily follow that that school is at fault. If the theory is based on the instructor's experience and the instructor does not permit himself to get out of touch with current tendencies, it may be well for the librarian to see whether his practice is superior to the theory he criticizes.

The whole cataloging situation is complex and adequate analysis and tabulation, as stated at the outset, would require more time and space than are possible here. Nevertheless the following tentative conclusions may perhaps be drawn: (1) The supply of competent catalogers is still below the demand but the scarcity is not quite as great as a year ago and the supply seems to be slowly increasing; (2) salaries of catalogers rank with those paid other library workers of

similar qualifications. There is still a tendency toward increased salary but progress in this direction is slow at present; (3) the libraries in which there is a graded scheme of salary increases are in a minority and increases still depend for the most part on signal ability or the offer of another position elsewhere; (4) whenever possible, libraries are likely to expect rather high qualifications in their catalogers but a large part of the applicants are lacking in educational background, professional training or experience. The most common educational deficiency is ignorance of foreign languages; (5) there is a very evident attempt to maintain interest in cataloging by utilizing special aptitudes or tastes in the cataloger and by making the cataloger's contact with the public easier; (6) to attract enough catalogers of the right kind, better salaries and more professional recognition are necessary; (7) the library schools cannot at present supply the demand, for success in cataloging depends on a combination of qualities which relatively few library school students (or other library workers, for that matter) possess in combination; (8) the cataloging courses in the library schools are conducted by experienced catalogers. They realize the difficulties, general and specific, of the situation and are endeavoring to meet them.

The replies of all the libraries point to the fact that cataloging is a basic process and that catalogers must be trained not only in local devices but in the principles which affect widely separated localities and widely varying types of readers. It is not really a question of cataloging for public libraries or for college and university libraries or for reference libraries. It may not be even a question of small libraries or large libraries. It is rather a question of making the catalog a reference tool for the users of the individual library. Their needs will determine its type and the kind of catalogers requisite to make it properly. Not only the catalog department but the librarians themselves are involved, for the first requirement is for the librarian to know clearly what he wants and to know the difference between the essential and the accidental. Cataloging will not come into its own until the conviction sinks

a little deeper that the most vociferous library advertising will be of only partial effect unless the stock in trade is so organized as to be readily accessible to the average patron of the library as well as to a trained and experienced library staff.

The next address was

SOME ASPECTS OF THE CATALOG- ING SITUATION*

By J. C. M. HANSON, *Associate Director,
University of Chicago Libraries*

No university or reference library can catalog its books at an average expenditure of twenty cents a title as some of them had claimed, without grossly underpaying their assistants or by engaging help totally incompetent for the task in hand. The latter will sooner or later mean reorganization and reorganization usually proves to be about three times as expensive as organization.

University libraries require catalogers of wider and more thorough education than public libraries. Unfortunately, the university library is not in a position to pay as high salaries as the public library and for this reason, the best of the library school graduates do not enter the university library field. Universities must depend largely on apprentices trained by their own staffs.

Study of foreign languages, of the world's history and literature, of political and social sciences, philosophy and art, are of greatest importance in the development of a good cataloger. A certain number of specialists in the sciences, technology, medicine, and theology will always be required for service in libraries particularly strong in these fields.

The decided drift away from the classics is to be deplored. So also, the increasing number of applicants just out of school who have no knowledge of German. The latter fact is of importance because the book trades have developed in Germany more than in any other country. The comparative figures of books printed show that there are from four to five times as many books published in Germany as in France, and more than in the United States and in the United Kingdom combined. Also, when a librarian endeavors

to answer the question, What are the best books or articles on a given subject?—he very frequently finds that the inquiry narrows down to works in the German language of which no adequate translations are found. Unless action is taken to check the drift away from the classics and German, the time may come when the larger university and reference libraries of America have to import catalogers from Central Europe, something which may again have its difficulties, in view of the apparent tendency of the Department of Labor to class librarians as laborers, for which it cannot be blamed when the original meaning and scope of the term librarii is recalled. (Copyists, the original librarii were mainly ex-slaves.)

Another tendency in the schools which affects the training of catalogers is the competition between institutions of learning to see which shall offer the greatest number of courses and cover the most ground in a given period of time, something which leads to specialization before the student has acquired the proper ground work for a general education. Under this system, the student too frequently finds himself on graduation from the university, with dabs of specialized knowledge, but also with large lacunæ or gaps, which should not be found in the educational make-up of any person with real pretence to sound general education. Broader and more thorough courses, less collateral reading, but more intensive study of good text-books in the subjects specified, are essential for the development of the right material for catalogers. If universities and colleges can not supply such courses, it may become necessary for librarians to combine an establishment of graduate library schools which will then endeavor to give cultural training, in addition to the technical and bibliographical.

A plea was made for appreciation on part of administrators, head librarians, and trustees of the fundamental importance of good cataloging for the success of their administrations.

If I were to summarize the prime requisites for securing improvement in the cataloging situation, I should give them as follows:

(1) More attention to classical studies and

*Abstract.

German, and in general to foreign languages.

(2) Broad courses pointing to general, rather than to special education.

(3) A proper appreciation on the part of our administrators, whether head librarians or trustees, of the fundamental importance of good cataloging for the success of their administration.

(4) Arranging the work in the cataloging department so that as many as possible may have a chance to improve their minds through daily contact with reference books and the contents of books which are passing through their hands.

(5) Let as many library assistants as possible have a chance at cataloging. It is important that the cataloger should have a try at reference work and similar duties, but it is even more important that the reference assistants should have a taste of real cataloging.

There is, of course, no royal road to learning and I fear that only hard, conscientious work along somewhat broad lines and extending from the elementary school through the college or university, with long years of rigid professional training, will protect us against the type of assistant likely to be a constant menace to the reputation of the library.

It is sincerely to be hoped that the present drift toward materialism, industrialism, imperialism, militarism, if you please, will not prove so great or so lasting as to deprive our libraries of the kind of help needed to maintain the standards set by that generation of librarians whose work-day fell mainly in the last quarter of the nineteenth and the first years of the twentieth century. Few of these men and women are now with us, but we owe it to their devoted and conscientious effort that American library methods and ideals are now highly regarded throughout the world, and the maintenance of the high ideals of service set by them, is a duty which has descended to the generation now holding their places and which they will surrender in turn to their successors.

In the discussion which followed a paper was presented on

THE TRAINING OF CATALOGERS IN RELATION TO THE NEEDS OF THE LARGE PUBLIC LIBRARY

By SOPHIE K. HISS, *Public Library, Cleveland, Ohio*

In a public library where the preparation and cataloging of the books for a branch system is entirely centralized, the number of volumes and of pieces to be handled is very large in proportion to the number of new titles to be classified and cataloged. Duplicates and replacements bulk large and even the branch cataloging can be reduced to little more than a duplicating process. The number of new titles probably averages less than ten per cent of the total number of volumes that pass through the department in a single year.

Obviously the number of assistants required to classify, to assign subject-headings, to do bibliographical research work, to prepare difficult catalog card copy and to perform revisory duties, is very small as compared with the number of those who attend to the other operations necessary to the complete preparation of books and records. The catalogers, in other words,—for according to the functions just mentioned these are the true catalogers—the catalogers are a small minority; and in my experience it has been for these few expert assistants only that it has been necessary to apply to the library schools. The main body of the staff can be produced with reasonable ease by the library itself, usually out of local material.

This main body consists of clerks and apprentices, who in most, though not in all cases, have had at least a high school education. Cultural background, intellectual tastes, book knowledge, are not essentials for the efficient performance of the functions assigned to this group. Their duties consist of the mechanical preparation of the books, of the accessioning, of the shelf-listing, of the typing or other duplication of the catalog cards, of the keeping of statistics and of any other clerical record work. Alphabetizing and preliminary filing also belong to them.

The catalog department itself trains these assistants in efficient methods of handling

their work, in neatness, accuracy, etc. and in a knowledge of forms and technique. Library schools please note this last! Forms and technique are readily and quickly learned independently of instruction in cataloging principles.

Further training of the apprentices is accomplished by means of an apprentice training class. Here they receive instruction not only in the elementary principles of their own duties, but in other branches of the library work. This serves to broaden their outlook by showing them the relation of their work to the system as a whole. The cataloging instruction aims merely to teach intelligent use of the catalog, emphasis being placed upon the information to be obtained from the various kinds of catalog entries. The principles and practice of alphabetizing and of filing arrangement are more thoroughly treated. The training class does not attempt to prepare the apprentice to do even very simple cataloging.

From this point, however,—which it usually has taken a year to reach—experience takes the place of formal training, and after a few years the abler members of the group pass into positions that require some executive ability and an elementary knowledge of cataloging. In other words, by a process of natural acquisition, they evolve into elementary catalogers capable for instance, of taking charge of the branch cataloging or of preparing the main entry for the simpler type of book that makes up the average public library circulating collection. If both accurate and alert minded they are competent to do the final filing in the catalogs.

In the past but, let us hope, not in the future, there have been graduates of the one-year library schools who were no better qualified to fill these same positions and who were just as unable to progress further. For here assistants of limited education have reached their highest level in the catalog department. They lack the intellectual and scholarly qualifications to become expert catalogers, and no amount of library school training can change this condition. Nevertheless and not infrequently one of these more poorly equipped assistants proposes to better herself by taking a library school course.

This introduces a perplexing problem, perplexing both to the library that does not want back this assistant, nor others of her like, at the advanced and somewhat fictitious value given by a library school certificate; and presumably also to the library school that is desirous of raising our professional standards by preparing better material. And this leads us straight to the core of the training question so far as catalogers are concerned.

For if library schools are willing, or rather if they feel obliged as yet, to accept students of this mediocre type, is it not necessary and possible to differentiate in the kind and character of the instruction offered to the students who are educationally qualified to become high grade catalogers, bibliographers and reference workers and to those whose educational and personal limitations rule them out from careers in these branches of library science?

The latter need only elementary instruction in cataloging, even more elementary, perhaps, than they are now receiving in the schools. The former, on the other hand, should be spared just as much of the interest-killing, and for them, unnecessary routine and drill as possible. Their time and attention should be directed to acquiring sound and thorough research and bibliographical methods. They need more training in the expert use of reference tools and in clear and logical presentation of data and evidence. Above all they should be taught to think in terms of classification and of subjects. Reference work, bibliography and cataloging are too vitally connected to be treated separately. The library schools, even those offering advanced courses, cannot hope to attract or to supply us with properly equipped catalogers unless they can devise some means of effecting this combination.

But if we ask the library schools to make an initial vocational selection among their students and to offer different courses to those who are, and to those who are not, qualified to become high-grade catalogers, bibliographers and reference assistants, it becomes incumbent upon us in the large libraries to co-operate, first by training our own elementary catalogers as we can easily

do, so as not to draw upon the supply of this grade of assistants which the schools are preparing for the small libraries; and secondly by exercising care in the organization of our catalog departments so as not to use properly qualified and highly trained catalogers for duties that can be performed by lower grade assistants.

If both library and library school differentiate between the cataloger proper and what I have called the elementary cataloger, will not the training problem be simplified?

Esther Betz of the Pittsburgh Carnegie Library, in discussing WHAT'S THE MATTER WITH CATALOGING? said:

Given a personality with the proper educational background to make a perfect cataloger, why do other departments of the library hold out more attractions to members of the profession? Because the instruction in library schools makes cataloging a drudgery, because catalog rooms are seldom light, airy and convenient and the folks collected together in them are often a queer lot, because of the lack of variety and over-organization of the work in catalog departments, and because catalogers are sometimes paid less than other library assistants and are not paid in accordance with the requirements of their positions.

In the general discussion which followed, Charles Martel, Library of Congress, brought out the idea that emphasis on executive positions had resulted in a scarcity of assistants and warned against too much administrative interference which cannot improve poor work and can only hurt good work. Harriet E. Howe of Simmons College discussed matters from the library school point of view and Mary E. Baker, Carnegie Library, Pittsburgh, from that of the public library.

A paper was presented on

THE CATALOG DEPARTMENT AND ITS BIBLIOGRAPHICAL WORK OUTSIDE THE DEPARTMENT*

BY MILDRED M. TUCKER, *Harvard University Library, Cambridge, Massachusetts*

Scholars using large university libraries often need the services of assistants, who

*Abstract.

have a knowledge of bibliographic method and who can make intelligent use of the institution's records. This need is felt by the departments of the university and other institutions. Frequently this work is done by the reference department.

At Harvard, the furnishing of cards to class-room libraries and departments, the checking up of lists, the analysis of periodicals for The Wilson Co., etc. are done constantly and seem a part of the regular work of the catalog department. The department, however, receives numerous requests for service which do not include the everyday questions which come to the reference department as elsewhere. This service is furnished at cost.

Numbered among these are the revision of the catalog of the Graduate School of Education Library, the reorganization of the Engineering Library, the compilation of lists to be used in purchasing books for the main library, and the Union list of Scandinaviana, being prepared for the American Scandinavian Foundation.

The three things to be emphasized about our work at Harvard are these: (1) the fact that these jobs were paid for by outside departments and persons and made no drain on the library's resources; (2) the advantage to the department in that it enabled us to keep together a larger force than the regular budget allowed, this force being available for any special rush of current work; (3) the mutual satisfaction in being able to obtain expert help and the satisfaction of the department in being brought into live contact with the outside world.

Second Session

The second session met Friday, June 30, in two divisions, a large libraries division and a smaller libraries division.

Smaller Libraries Division

Ellen Hedrick, North Dakota Library Commission, presided.

After a vain search for larger quarters the smaller libraries division of the Catalog Section opened its session with the disturbing realization that many times as many persons were being turned away as were packed into the small room assigned to it. Immediately

upon beginning, a member rose and said, "I think that we should call the attention of the program committee to the fact that the division of smaller libraries is small in name only,—not in numbers," which suggestion was unanimously endorsed by all present.

A round table discussion, led by Miss Hedrick, was held on the subject, CATALOG PROBLEMS IN SMALLER LIBRARIES.

The following addresses were made:

WHO CATALOGS THE SMALL LIBRARY?*

By HARRIET P. TURNER, *Public Library, Kewanee, Illinois*

In the small library the cataloger never needs to face the fear of isolation, the danger of losing sympathetic touch with library patrons, of becoming anæmic or neurasthenic from contact with no more inspiring things than the dry minutiae of her work, or any of the hundred and one things, which vex the souls of catalogers in convention assembled. On the contrary, she who catalogs the small library must needs pray earnestly for greater isolation, for a corner no matter how small and dark, where the ever seeking public can not find her and there be free to do this important work in peace. In other words the big problem of the small library is not so much how, but where, when, and especially by whom is this work to be accomplished.

In actual practice, we find that if the library is large enough to have a trained librarian, she does the cataloging, or she may classify, assign subject headings and even make the main card herself, and have assistants type the balance of the cards. This means a considerable amount of time devoted to supervision. Sometimes a trained assistant does the work or a cataloger of long experience, but these are exceptional cases.

Any plan, which would relieve the librarian of the small library of the burden of the details of cataloging would be a boon. The expert work of the Library of Congress, which is available to libraries at such a reasonable cost, is, of course, the most satisfactory venture in co-operative cataloging. In her pamphlet on *The catalog*, published by

the American Library Association as part of the series on library economy, Miss Howe describes the service of the Library of Congress and of other libraries from which printed cards may be purchased and the cards sent out by publishers as advertising material, which may be adapted to the catalog. Mr. Bishop in *Modern library cataloging* estimates that ninety per cent of the cards needed by a public library may now be purchased.

There has been a movement to extend the operations of co-operative cataloging, so that every part of the preparation for the shelves of books ordered by a subscribing library would be done by a central bureau. This scheme as worked out in California would mean that books would be received by the library ready for circulation, with catalog cards ready to be filed and call numbers tooled upon the backs. (In this way one of the dreams of the public would come true.) It would necessitate greater uniformity of practice than now exists, would be more feasible if Cutter numbers were eliminated—and these are going out of fashion, anyway—and would require the working out of many details before it would be a success in actual operation; but if it could be worked out successfully it would mean a great blessing to the small library.

SUGGESTIONS FOR SOLUTION OF CATALOGING PROBLEMS IN SMALLER LIBRARIES*

By SUSAN GREY AKERS, *Wisconsin Library School, Madison*

In the smaller libraries, where there is no room available, there should be a cataloging corner, with a few shelves reserved for the books to be cataloged, the aids, a desk, a typewriter and the shelf-list trays. This corner may be screened off in order that people may not interrupt by stopping to ask questions.

If there is a cataloger she will spend the greater part of her time cataloging. However, her intimate knowledge of books should be utilized in other departments of the library. And this can be made possible by giving her the help of an untrained assistant for the mechanical details of her work. An

*Abstract.

*Abstract.

apprentice can frequently be used for this. But where the staff is too small for such a division of labor, shall the librarian do it? When shall she do it?

The librarian might plan her work so that she could give some consecutive time each week to cataloging, during the dulllest period of the library day. At this time a desk attendant would be on duty at the desk and so far as possible protect the librarian from interruptions. The librarian could decide on the number of cards necessary for the book, the subject headings to be used and the form for the author's name; then the assistant could type the cards. Frequently assistants are interested in helping with the cataloging, and as they gain experience, more and more of the work can be delegated to them. They should be given a free hand to a certain extent and then their work carefully revised. This gives them more interest in it and the library benefits through having the work pass through more than one person's hands.

It seems to me that the Library of Congress cards are best for non-fiction wherever the library can possibly afford them. Ordering and checking up the orders have to be done carefully and take time; but on the other hand time is saved by not having to look up and decide on the form for the author's name and the information to be put on the cards. The subject headings which are given on the cards are also very helpful. A good typist can catalog, if she is given Library of Congress cards, the call number of the book, the approved subject headings and has the added cards indicated. For fiction only the author, title and number of volumes are needed; and typing them will be found quite as satisfactory as ordering the printed cards.

Has the library enough aids for cataloging? Economy in this direction is inadvisable. Watch for new aids and purchase them without delay. There should be aids for classification, for names and for subject headings. The list of subject headings chosen as authority must be carefully checked for headings used and cross references made, and additional headings must be added.

To secure uniformity some authority must

be followed such as the *A.L.A. catalog rules*, *Fellow's Cataloging rules* or the *Wisconsin Library School Catalog rules*. Adopt one and keep it properly checked and annotated; or keep notes on cards or sheets, of the library's policy, where it varies from the standard adopted. This is necessary in order to keep a catalog from becoming erratic and from showing too plainly how many people have made it.

The catalog case should be mentioned, for carefully made catalog cards are of little value if they are packed into an ill-fitting case with insufficient guide cards. The case should be of the unit type, so that it may be expanded whenever necessary and without too much expense. Its trays should be carefully labeled, and if more than sixty, each tray and its corresponding place in the cabinet should be numbered. Guide cards should be placed at intervals of about one inch. The printed ones look very nice indeed and the words on them are well chosen for the small public library.

The children's catalog should be separate from the adult and low enough for the older children to reach. The cards should be very simple; just author, title, date and number of volumes. More title and analytic cards will be necessary than for the adult catalog.

Last but not least, you should teach your public how to use the catalog. Time spent in doing this will be well repaid. 1st put a sign on or near the catalog telling how to use it. 2nd have the school children come to the library by grades and instruct them in its use. 3rd when you look up something in the catalog for someone let them see how you do it.

The above papers were the basis for interesting discussions. Anna G. Hall of the H. R. Huntting Co., Springfield, Mass., spoke of cataloging standards as applied to the smallest library as well as to larger collections. Dorcas Fellows, New York State Library School, discussed the papers from the point of view of the training school.

The subject of government publications was next considered. Maud D. Brooks, Olean, N. Y., Miss Weiss, Warren, Pa., Josephine Lytle, Warren, O., Lucia Tiffany Henderson, Jamestown, N. Y., and others

contributed to the discussion. The practice of treating government publications as real books and placing them on the shelves with other books on a subject seemed to be the practice usually followed in the smaller libraries. The *Congressional Record* was accorded a place with other dailies. Miss Henderson spoke particularly of the usefulness of this publication in school debates.

The care of maps, was the next topic to be discussed. Miss Hall described a device for storing maps in an ordinary bookcase by removing the shelves and having the doors hinged at the bottom. The maps are fastened to stiff cardboard (corrugated filled boards to be preferred) and placed inside the bookcase so that when the doors are opened the maps fall forward and can be readily removed. Miss Fellows described a very simple plan in use in Albany of placing maps in large boxes one side of which are made movable and let down when the covers are removed, revealing the inscription fastened at the top of each map.

DEBATE MATERIAL IN SMALLER LIBRARIES was the topic of a paper by Edith M. Phelps. Miss Phelps told about the work done in the H. W. Wilson Company office in connection with the Debater's Handbook series and how the present practice was the result of years of faithful effort to give libraries what they wanted. Miss Hedrick presented the subject of GREATER REPRESENTATION OF CATALOGERS' INTERESTS IN THE AFFAIRS OF THE STATE AND NATIONAL ASSOCIATIONS.

Before adjourning, the question of the division of the Catalog Section into larger and smaller libraries was discussed and the opinion seemed unanimous that the division was decidedly advantageous and it was voted that it be continued. The smaller libraries section then moved into the next room and joined the meeting of the larger libraries section for the consideration of further business.

Large Libraries Division

The Large Libraries Division met also on Friday, Mrs. Jennings presiding.

The following address was made:

THE CATALOGING OF RARE BOOKS IN THE HENRY E. HUNTINGTON LIBRARY.

By GEORGE WATSON COLE, L.H.D., *Librarian,
Henry E. Huntington Library, San Gabriel,
California.*

Some two months ago, during the fore part of April (1922), the last steps were taken towards turning over to the public one of the most important collections of books and paintings in this country. By deeds of trust executed by Mr. Henry E. Huntington his entire country-seat at San Marino, California, was placed in the hands of a board of self-perpetuating trustees, subject only to the life-interest of the donor. These deeds cover over 500 acres of the choicest land in southern California, together with a palatial residence filled with art treasures among which are antique bronzes, tapestries, forty or more masterpieces of English portraiture from the brushes of Reynolds, Gainsborough, Romney, Reyburn, and others. The library building only three or four hundred feet away, though not yet complete, has been built to contain one of the most important collections of books and manuscripts ever brought together in this country. This contains the finest collection of English literature in America and is only rivalled by those in the British Museum and university libraries in England. The collection of American history rivals, if indeed it does not surpass, that of the Lenox collection, now a part of the New York Public Library. Its collection of printed books relating to California and the West Coast fully equals that of the Bancroft Library at Berkeley. Its collection of manuscripts relating to the history of this country is unsurpassed. In fact, those best qualified to judge never speak of the Huntington Library without enthusiasm and always indulge in superlatives, no matter of what part of the collection they may be speaking.

Where hundreds if not thousands of dollars have been paid for a single volume it becomes necessary to ascertain whether or not it is complete, and whether it is as purported to be in the catalog from which it was bought. This requires that it should be gone over leaf by leaf to find out whether it cor-

responds with or differs from other copies of the same impression. An example or two will show that more than ordinary care must be taken in cataloging books of this description.

In 1869 Algernon Charles Swinburne, in order to secure the English copyright of his poem *Sienna*, printed six copies. Of these one was sold and the others were distributed privately. This is, in consequence, one of the rarest of the first editions of Swinburne's writings (Wise, T. J., *Bibliography of Swinburne*, p. 177).

Soon after, John Camden Hotton reprinted the poem without authority. Copies of this spurious edition are often met with. It so nearly resembles the original that it is easily mistaken for it. Though intended to be an exact reproduction it differs slightly in the spacing of the words and in a few other minor respects. These differences can be detected only by a comparison of the two impressions side by side. The title-page of the original has a period after the word "Piccadilly" in the imprint. This is lacking in the unauthorized copy. In the sixth line from the bottom of page five, the semicolon, at the end of the line in the original impression is over the space between the letters *s* and *p* in the word "spears," of the line below. In the reprint it is over the letter *e* in the same word.

In the sale of the Poor Library, a copy, believed at the time to be the genuine edition (but since proved to be spurious), was sold for \$11.00. The price paid for it indicates, that, even then, there may have been some doubts as to its genuineness. In the Edward K. Butler sale April 10, 1922, a certified copy of the genuine edition sold for \$525.00. It is apparent that if either of these editions were cataloged by the usual rules there would be no indication whatever as to which was the genuine and which the spurious edition.

Other examples might be cited. Enough to say that when two copies of a book, supposed to be identically the same, are subjected to a critical examination, differences are often found. The above example shows that the utmost care must be taken in cataloging books, especially rare and costly ones.

Books are ordinarily cataloged with several objects in view:—to ascertain what works by an author are in the library, to determine how many it contains on a given subject, or to find out whether a book with a certain title is on its shelves. In order to serve readers and students quickly the books are usually labelled, numbered, and arranged on the shelves according to some definite system of classification and the shelf-numbers are written on the catalog cards.

In most libraries a catalog that answers these questions is considered sufficient, especially if it is desired to find out whether a certain work is in the library, and to place it in the hands of a person desiring it with as little delay as possible. One might add that, *ceteris paribus*, nothing more is here done than would be done by any up-to-date business house that keeps track of its stock and so arranges it that it can quickly be made to satisfy the demands of its patrons.

There are libraries, however, in which it is important to have readily at command information upon other subjects. Such are those that have special collections as of incunabula or specimens of early printing, engravings, maps, books covering particular periods of time, whether of printing or literature, first editions, books published during the lifetime of their authors, etc., etc.

In bringing together such collections various obstacles are encountered by those aiming to secure only the choicest copies. Those who have had experience in handling old books know that they are often found in shabby condition, with bindings broken or altogether gone, with the leaves at both ends missing or sadly mutilated, and showing other evidences of neglect or misuse. When such a book is found, it may turn out to be the only copy of it known, or one of a very limited number that have survived the ravages of time. When such proves to be the case it is a treasure-trove and at once becomes interesting, and every bit of information relating to it and its history becomes important.

The Henry E. Huntington Library abounds with books of the greatest rarity. It has been brought together by the purchase of some twenty or more notable libraries *en bloc*,

and of selections from the rarest books that have appeared in auction sales both in England and in this country for the past fifteen or twenty years. It is a well known fact that during this time more books of excessive rarity have come into the market than during any similar period in the entire history of bookselling. When, in addition to this, we realize that booksellers and private owners are constantly submitting their choicest books to Mr. Huntington for his consideration, some idea of the treasures to be found in this remarkable library may be gained.

From the first, Mr. Huntington has directed his efforts to acquiring books of English literature and those dealing with American history. While remarkably strong in both these fields the chief strength of the library lies in early English literature particularly in the period prior to 1641, of which it now possesses nearly 8,000 volumes. Later periods are also surprisingly well represented. In the particular field of early English poetry and drama, it is excelled, if at all, only by the libraries of the British Museum and those of the Universities at Oxford and Cambridge.

The methods of authors, printers, publishers, and binders in Elizabethan times differed so materially from those in practice at the present day, that copies of the same impression often contain important differences. Many of these found their way into books, when, as often happened, the author was present as his work was being printed, and he caused the press to be stopped in order that he might make such corrections or additions as he considered important.

Now it is evident that in cataloging works of this period, greater attention to details is called for than in libraries of a more general character. Especial care is, therefore, given in the Huntington Library to the examination and description of the various parts that compose a printed volume. In the first place, as a heading, the author's name is given, together with the dates of his birth and death. A short title is followed by place, printer and publisher, date, size, and edition. This done, the volume is critically examined leaf by leaf in order to see if it is complete. If two

copies are at hand they are carefully compared to see if by any chance they contain differences. This information is entered in detail under the heading, "Collation by Signatures," and consists of a list of the signature-marks or sheets, with the number of leaves in each, followed by the total number of leaves. If errors or irregularities in signature-marks or pagination occur these are here set forth in detail.

The physical make-up of the book having been disposed of, attention is next directed to its contents. This information follows the heading, "Collation by Pagination." After this caption, a minute description is given of the contents of each leaf or portion of the volume, particular attention being paid to the preliminary leaves, those preceding the text or body of the work, and those at the end, not omitting to record any blank leaves that may be necessary to complete the first and last sheets. Too much emphasis cannot be given to making this record as detailed and exact as possible, as these preliminary and end leaves are the ones most liable to be lacking. As leaves presumably blank often contain printed matter no pains are spared to ascertain their actual condition.

The printed matter found in each portion of the book is set out with great particularity, title-pages, captions, and other matter being underscored, or otherwise marked, so that when printed it can be set up as nearly like the original as the facilities of the printing-office doing the work will permit. As the preliminary leaves of many books contain neither signature-marks nor page-numbers it is always well, whenever it can be done, to compare them with other copies; or, in default of them, with the best descriptions of them to be found in reliable bibliographies.

The purchase of several libraries in their entirety by Mr. Huntington necessarily brought together numerous duplicates, or those supposed to be such, thus giving an opportunity for the comparison of copies such as has seldom, if ever, occurred in any other library. This work has resulted in many surprises, for copies, which at first blush appeared to be duplicates, were often found to contain variations which called for their retention. As several of these libraries were

brought together by collectors who were particularly fastidious as to the condition of the books they acquired, the choice between duplicate copies was often difficult. The elimination of duplicates has, therefore, left the Huntington Library the proud possessor of what may be appropriately termed the crown jewels of collectors' copies.

From what has already been said it will be seen that every book presents distinct problems. An attempt to describe all such would result in formulating an entire code for cataloging and describing rare books. I have, therefore, thought best to take an example from our catalog of English books printed prior to 1641, showing the steps that are taken in cataloging a book of that period.

Before doing so, however, it may be well to say a word about our general or official catalog. When a book comes into the library the author entry is first written on a card measuring $7\frac{7}{8} \times 4\frac{1}{8}$ inches ($20 \times 12\frac{1}{2}$ centimeters). This contains considerable information not to be found in the catalogs of other libraries, as the following sample shows.

HART, Sir William. 1609.

The Examinations, Arraignment & Conviction of George Sprot, Notary in Aymouth, Together with his constant and extraordinary behavior at his death, in Edenborough. Aug. 12, 1608. Written & set forth by Sir William Hart, Knight, L. Iustice of Scotland. Whereby appeareth the treasonable deuce betwixt Iohn late Earle of Gowry and Robert Logane of Restalrig (commonly called Lesterig) plotted by them for the cruell murdering of our most gracious Souereigne.

First Edition—Second Issue with new title-page.

sm.4to. Half russia. Title within woodcut ornamental border.

Printed by Melch. Bradwood, for William Aspley, 1609.

A-H in fours (the last blank and genuine).
The Huth copy.

At the same time a title-card is written on a standard size card $4\frac{1}{8} \times 2\frac{1}{8}$ inches ($12\frac{1}{2} \times 7\frac{1}{2}$ centimeters), as follows:

The Examinations, Arraignment
& Conuiction of George Sprot.

See

Hart, Sir William

When a book is to be cataloged, the cataloger's first duty is to examine every bibliography or catalog in which it is likely that the book in hand may appear. Whenever he finds the work mentioned he records on a blue card of standard size the place where he found it. Having made an exhaustive search in all sources of information at hand and completed his record he proceeds to catalog the book with minute particularity, according to a code of rules distinctively our own.

Let us suppose the book to be cataloged is: Sir William Hart's *Examinations, Arraignment & Conviction of George Sprot*, printed in London in 1609. In this case the blue card will read as follows:

Huth copy.

Hart, Sir William. (fl. 1608.)

The Examinations, Arraignment & Conviction of George Sprot.

First Edition—Second Issue

with a new title-page. sm. 4to. 1609.

Huth Sale, 3. no. 3503

Huth Cat., 2 (1880), 656

Lowndes, 2:1006²

Hazlitt, 1(1876), 203¹ 1st ed.

Hazlitt, 2(1882), 269²

Karslake, 175

B.M.-1640, 2:776²

Sayle, 2:3373

The book is then cataloged as given below, and the cards are carefully revised and filed in a cabinet especially devoted to that purpose. When in the course of time we are ready to complete the bibliographical history of the book, all the cards relating to it are brought together and what we call an editions card is prepared on a form especially ruled and printed for the purpose. Along the top, at the left-hand end is written the author's name and a short title. In the first column is given the dates of the different editions of the work down to and including the year 1709; an arbitrary date chosen because in that year the first critical edition of Shakespeare's plays was brought out by Nicholas Rowe.

In the second column are given the names of the printers, stationers, or both, as given on the respective title-pages. Then follows a series of columns at the tops of which are given the abbreviated names of the works consulted, and opposite the date of each edition the volume and page where that particular edition of the work is described, recorded, or noted in some bibliography or other book of reference. In the last column are given the names of the libraries in which copies of each edition are to be found.

As the preparation of editions cards is entrusted to those who have shown marked ability in running down bibliographical, biographical, and critical information, these cards when filled out often contain more references than the cataloger has given on the small blue cards. When completed the editions card shows at a glance, in condensed form, all, or at least the most important sources available concerning the bibliographical history of each edition to 1709 of the volume in hand. It is, in fact, an epitomized conspectus of the bibliographical history of that book.

The editions card is next taken and the information there set forth is examined, classified, amplified, and arranged, as follows:

- (1) Location of other copies.
- (2) References to sources of information (the fullest and most exact being preferred).
- (3) Provenance, that is, former ownership (when known).
- (4) The serial number of the edition.
- (5) A list of all the editions the book has passed through down to the year 1709.
- (6) Date when licensed, and to whom, with reference to Arber's *Transcripts of the Stationers' Registers*.
- (7) Reprints, usually of the nineteenth century.
- (8) Miscellaneous bibliographical information, not easily classified as above, followed by critical and biographical matter concerning the author.

When completed the record of this particular book stands as follows:

HART, Sir WILLIAM. (fl. 1608.) 1609. THE EXAMINATIONS, ARRAIGNMENT & CONVICTION OF GEORGE SPROT. LONDON, by *Melch. Bradwood*, for *William Aspley*, 1609.

Small quarto. First Edition—Second Issue with a New Title-page. Text enclosed in ruled borders, with separate spaces for running head-lines, pagination, side-notes, signature-marks, and catchwords.

COLLATION BY SIGNATURES: A, B, C, D, E, F, G, H, each 4 leaves (the last blank and genuine); total 32 numbered leaves.

COLLATION BY PAGINATION: [title, within a broad type-ornament border] | THE | EXAMINATIONS | *Arraignement and Conuiction* | of *George Sprot*, Notary | in *Aye-mouth*, | *Together with his constant and* | extraordinarie behauior at his | death, in *Edenborough*, | Aug.12. 1608. | Written & set forth by *Sir William Hart*, | Knight, L. Iustice of *Scotland*. | Whereby appeareth the treason- | able deuice betvixt *Iohn* late Earle | of *Gowry* and *Robert Logane* of *Restalrig* | (commonly called *Lesterig*) plotted by | them for the cruell murthering | of our most gracious | Souereigne. | *Before which Treatise is prefixed* | also a Preface, written by *G. Abbot* | *Doctour of Diuinitie*, and *Deane* of | *Winchester*, who was present | at the sayd Sprots | execution. | [single-rule] | LONDON: | Printed by *Melch. Bradwood*, | for *William Aspley*. | 1609. | , recto of [A];— [blank], verso of [A]; — | [conventional head-piece] | A PREFACE | to the Reader. | [signed] | *Thine in the Lord*, | GEORGE ABBOTT. | , pp. 1-38; — [text, with heading] | [conventional head-piece] | THE | EXAMINATIONS, | ARRAIGNMENT, AND | Conuiction of *George Sprot*, Notary | in *Aye-mouth*: *Together with his* | constant and extraordinarie beha- | uior at his death in *Edenborough*, | August 12. 1608. | Written and set forth by *Sir William Hart* | Knight, L. Iustice of *Scotland*. | . . . | [5 lines] | , pp. 39-60; — | [conventional tail-piece] | p. 60; — [1 blank leaf], [H4].

CONDITION: Size of leaf, 7x5 $\frac{1}{2}$ inches, 17.9x13. centimetres. Bound in three-quarters russia, lettered lengthwise on back, marbled boards, sprinkled edges; by Meyer.

The Falconer-Huth copy, with ex-libris of each.

Other Copies.

British Museum; and University Library, Cambridge.

References.

Sayle, 2(1902), no. 3373; British Museum, *Books to 1640*, 2(1884), 776; Hazlitt, *Collections and Notes; Second Series* (1882), 269; Huth, *Catalogue*, 2(1880), 656; Lowndes, 2(1869), 1006; *Bibliotheca Grenvilliana*, 1(1842), 303.

The Falconer—Huth (3: no. 3503) copy, with ex-libris of each.

The First Edition—Second Issue.

Of the First (and sole) Edition—First Issue (1608), "by Melch. Bradwood, for William Aspley" (Hazlitt, 1:203), there are copies in the British Museum and Bodleian.

The First (and sole) Edition—Second Issue (1609), "by Melch Bradwood, for William Aspley," is that here described.

Licensed to William Aspley, Nov. 10, 1608 (Arber, 3:393).

Reprinted in the *Harleian Miscellany*, 9(1812), 560-579.

"John Ruthven, earl of Gowrie, in 1600, reckoning on the support of the burghs and the kirk, conspired to dethrone James VI. of Scotland, and seize the government; and the king was decoyed into Gowrie's house in Perth, on 5 Aug. 1600. The plot was frustrated, and the earl and his brother Alexander were slain on the spot."—*Harper's Book of Facts*, p. 336.

"One of the rarest tracts dealing with the Conspiracy of the Earl of Gowrie to assassinate James I. It contains a long preface by Dr. George Abbot, who was present at Sprot's execution."—Karslake, *Notes from Sotheby's*, p. 175.

"One noted and dissolute conspirator, Sir Robert Logan of Restalrig, was posthumously convicted of having been privy to the Gowrie conspiracy on the evidence of certain letters produced by a notary, George Sprot, who swore they had been written by Logan to Gowrie and others. These letters, which are still in existence, were in fact forged by Sprot in imitation of Logan's handwriting; but the researches of Andrew Lang have shown cause for suspecting that the most im-

portant of them was either copied by Sprot from a genuine original by Logan, or that it embodied the substance of such a letter. If this be correct, it would appear that the conveyance of the king to Fast Castle, Logan's impregnable fortress on the coast of Berwickshire, was part of the plot; and it supplies, at all events, an additional piece of evidence to prove the genuineness of the Gowrie conspiracy."—*Enc. Brit.*, 11th ed., 12:302.

"George Sprot, conspirator and alleged forger, practised as a notary at Eyemouth before and after 1600. About that year he seems to have made the acquaintance of Robert Logan of Restalrig. Logan died in 1606. Two years later Sprot let fall some incautious expressions to the effect that he had proofs that Logan had conspired with John Ruthven, third earl of Gowrie, to murder James VI while on a visit to Gowrie House in 1600. Sprot was at once arrested on a charge of having concealed this knowledge and of being therefore an abettor of the crime. . . . Sprot was examined nine times by the council, and his depositions (of which the official copies belong to the Earl of Had-dington) are self-contradictory. In effect he admitted that he had forged three of the letters to Gowrie, counterfeiting Logan's handwriting; that he had stolen the fourth letter to Gowrie, which was genuinely written by Logan; and that he had written the letter to Bower from Logan's dictation, and then copied it in a forged handwriting. All the five letters have been accepted as genuine by modern historians in ignorance of the existence of Sprot's confessions.

"On 12 Aug. Sprot was tried by a parliamentary committee, was found guilty, not without some hesitation, of complicity in the conspiracy, and was duly executed (cf. also Burton, *History*, 2nd edit. v. 416-20)."—*Dict. Natl. Biog.*, 18:838.

Having just described a second issue of a book which differs from the original edition only in having a new title-page with the date changed from 1608 to 1609, we will now take a case in which the sheets of two volumes, published separately, were used in a collected edition with a new title-page and prefatory matter.

[BRATHWAITE, RICHARD.] (b. 1588 ? d. 1673.)

THE SHEPHERDS TALES. LONDON. [by Richard Field] for Richard Whitaker, 1621.

Small octavo. First Edition.

COLLATION BY SIGNATURES: 2 leaves without signature-marks (the first blank and genuine); A, B, C, each 8 leaves; total 26 numbered leaves.

COLLATION BY PAGINATION: [2 blank leaves], the first leaf without signature-mark;—[title], | The | SHEPHERDS | TALES. | [verse, 2 lines] | [single-rule] | [printer's device — McKerrow, no. 192] | [single-rule] | LONDON, | Printed [by Richard Field] for Richard Whitaker. | 1621. | , recto of second leaf without signature-mark; — [blank], verso of second leaf without signature-mark; — | [conventional head-piece] | TO MY WORTHIE | AND AFFECTIONATE | KINSMAN RICHARD HYTTON | Esquire, Sonne and Heire to the much honour- | red and sincere dispenser of judgement. | Sir RICHARD HYTTON Sergeant at Law, and one of the Judges of the | Common Pleas: | , [signed] | RICH: BRATHVAIT. | [2 single-rules], recto and verso of A; — [text, with heading], | [conventional head-piece] | THE | SHEPHERDS | TALES. | , pp. 1-45; — [single-rule], p. 45; — | [conventional head-piece] | , A Pastorall Palinod. | [sonnet] | FINIS. | p. [46].

There is no catchword on p. 11.

CONDITION: Size of leaf, 6¼x4⅞ inches; 15.9x10.5 centimetres. Bound in citron crushed levant morocco. Sides tooled with a series of small conventional flowers. With doublure, inside borders, marbled end-papers, and gilt edges. For Robert Hoe, by the Club Bindery. In board case, inserted in slip-case.

The Hoe copy, with ex-libris.

Other Copies.

British Museum copy (noted below) and the Mitford-Taylor-Park-Uttersen-Huth (1:915) copy, present location unknown.

References.

Hoe, *Catalogue*, 5 (1905), 193; Huth, *Catalogue*, 1 (1880), 199; Lowndes, 1 (1869), 257; Hazlitt, *Hand-Book* (1867), 51; Brathwaite, *Barnabee's Journal*; Haslewood, 1 (1820), 253; *ibid.*, 1 (1876), 71.

The Hoe (1:485) copy, with ex-libris.

The First Edition.

The First Edition (1621), "[by Richard Field] for Richard Whitaker," is that here described.

This work contains three eclogues.

Brathwaite in a "Pastorall Palinod" at the end, says:

"These Swains like dying Swans have sung their last.

. [7 lines]
"But Heardsmen are retired from their shade
Of Myrtle sprays and sprigs of Osyer made,
With purpose to revisit you to morrow,
Where other three shall giue new life to
sorrow:

Mean time repose, lest when the Swaine appears.

You fall asleepe when you should flow with
teares."

The "other three" eclogues appeared the same year (with identically the same title-page) in *Natures Embassie*, followed by "The shepheards holy-day," "Omphale," with a separate title-page, and "A Poem describing the leuity of a woman."

This is the first series of tales issued under the title *The Shepheards Tales* and is probably the rarest of all Brathwaite's early works. A second instalment forms part of the volume called *Natures Embassie* [our no. —]. The sheets of the two series were republished, in 1626, under the original title of *The Shepheards Tales* [our no. —]. In *Natures Embassie* the present tract is referred to as follows: 'His Pastoralls are here continued with three other Tales; hauing relation to a former part, as yet obscured.' Of the circumstances under which the former part was thus "obscured," we have no knowledge.

This is probably the rarest of all Brathwaite's early works. The Huth copy is the only other known example.

[BRATHWAITE, RICHARD.] (b. 1588 ? d. 1673.) 1621.

NATURES EMBASSIE. [LONDON: by Richard Field] for Richard Whitaker, 1621.

Small octavo. First Edition—First issue. Printed with side-notes.

COLLATION BY SIGNATURES: (A.) 4 leaves; B,C,D,E,F,G,H,I,K,L,M,N,O,P,Q,R, each 8

leaves; S, 4 leaves; total 136 numbered leaves.

COLLATION BY PAGINATION: [title, within woodcut border representing satyrs dancing to the pipes of Pan], | NATVRES | EMBASSIE: | OR, | THE WILDE-MANS | MEASVRES: | *Danced naked by twelve Satyres, with | sundry others continued in the | next Section.* | [verse, 2 lines] | Printed for Richard Whitaker. 1621. | , recto of [A]; — [blank], verso of [A]; — | [conventional head-piece] | TO THE ACCOMPLISHED MIRROR OF TRVE | worth, Sr. T.H. the elder, knight, professed fauor and furtherer of all freeborne studies; continuance of | all happinesse. | [signed] | *Yours to dispose* | Richard Brathwayt. | [tail-piece] | . recto of A 2 to verso of [A 3]; — [table of contents, with heading] | *The distinct subiect of euery Satyre, contained | in either Section: with an exact suruey or display of all such Poems, as are couched or | compiled within this Booke.* | , recto and verso of [A 4]; — [text, divided into 12 satires, each preceded by a type-ornament head-piece and the argument, the first with heading], | type-ornament head-piece] | *The first Argument.* | , pp. 1 - 56; — | [quotation] | *Finis Satyrarum.* | [note, beginning] | *An end of the Satyres* composed by the foresaid | Author . . . | [4 lines] | , p. 56;— | [type-ornament head-piece] | A CONCLUSIVE | ADMONITION TO THE | READER. | [3 stanzas of 6 lines each] | , p. 57;— | [type-ornament head-piece] | HERE FOLLO- | WETH SOME EPYCEDES | or funerall Elegies, concerning sundry | exquisite Mirrours of true loue. | [text continued in 3 elegies, each preceded by the argument, the first with heading] | *The Argument.* | , pp. 58 (wrongly numbered 106) - 70; — | AN ELEGIE VPON | THESE ELEGIES. | [6 lines of verse] | [quotation, 2 lines] | , p. 71;— [blank] , p. [72].

II.

[title] , | THE SECOND | SECTION OF | DIVINE AND MORALL | SATYRES: | *With | AN ADVINCT VPON THE | PRECEDENT; WHEREBY THE | Argument with the first cause of publishing | these Satyres, be evidently related.* | [quotation] | [printer's device—McKerrow,

no. 192] | LONDON, | Printed for RICHARD WHITAKER. | 1621. | , p. [73]; — [blank], p. [74]; — | [conventional head-piece] | TO THE WOR- | THIE CHERISHER AND | NOVRISHER OF ALL GENEROUS studies, S. W. C. Knight, | R. B. | His affectionate Country-man wisheth the | increase of all honour, health, and | happinesse. | [signed] | Yours in all faithfull Obsequance, Richard Brathwayte, | Musophilus. | , pp. 75-76; — | Vpon the Dedicatorie. | [4 lines of verse] | , p. 76; — [text, divided into 13 satires, each preceded by a type-ornament head-piece and the argument, the first with heading] | [type-ornament head-piece] | *The Argument.* | *Of Elpenor an Epicure . . .* | [2 lines] | , pp. 77 - 148; — | [type-ornament head-piece] | Three other Satyres composed by the same Author, treating of these | three distinct subjects. | 1. *Tyrannie . . .* | 2. *Securitie . . .* | 3. *Reuenge . . .* | [1 line] | , pp. 148 - 164; — | [type-ornament-head piece] | *The Statue of Agathocles.* | *The Argument.* | , p. 165;— | THE EMBLEME. | , pp. 166-168;— [3 satires, the first with heading] | [type-ornament head-piece] | A short Satyre of a corrupt | Lawyer. | THE XIII. SATYRE. | , pp. 168 - 173; — [type-ornament head-piece] | An Admonition to the Reader vpon | the precedent Satyres. | [signed] | Thine if thine owne, Musophilus. | [quotation] | pp. 173-172 (repeated).

III.

[title], | THE SHEPHEARDS | TALES. | [verse, 2 lines] | [single-rule] | [printer's device — McKerrow, no. 192] | [single-rule] | LONDON, | Printed for Richard Whitaker. | 1621. | , p. [173] (repeated); — [blank], p. [174]; — | [conventional head-piece] | HIS PASTORALLS | ARE HERE CONTINVED | WITH THREE OTHER TALES; | hauing relation to a former part, as yet obscured; and deuided into certaine Pastorall | Eglogues, shadowing much delight | vnder a rurall subiect. | [text divided into 3 eclogues, each preceded by 2 arguments, the first with heading], | *The Argument.* | , pp; 175 - 209;— | [type-ornament head-piece] | The shepheards holy-day, reduced | in apt measures to Hobbinalls | Galliard,

or Iohn to the | May-pole. | , pp. 209-213; — | FINIS. | , p. 213; — [blank], p. [214].

IV.

[title], | OMPHALE, | OR, | THE IN-
CONSTANT | SHEPHEARDESSE. | [single-
rule] | [quotation] | [single-rule] | [printer's
device — McKerrow, no. 210 (b)] | [single-
rule] | LONDON, | Printed for RICHARD |
WHITAKER. | 1621. | , p. [215]; — | [type-
ornament head-piece] | To . . . | [2 lines] |
The accomplished Lady P. W. wife to the |
Nobly-descended S. T. W. Knight and
daughter to the much | honoured, S. R. C. |
[2 lines] | [type-ornamented tail-piece] | ,
p. [216];—[text, with heading] | [type-
ornament head-piece] | OMPHALE, | or, |
THE INCONSTANT | SHEPHEARDESSE. | ,
pp. 217-234 (wrongly numbered 232); — |
FINIS. | , p. 234; — | [type-ornament head-
piece] | A Poem describing the leuitie of a |
woman . . . | [2 lines] | , pp. 235 (wrongly
numbered 234) - 236; — | FINIS. | [single-
rule] | , p. 236.

V.

[title], | HIS ODES | or, | PHILO-
MELS | TEARES. | [verse, 6 lines] | [printer's
device — McKerrow, 210 (b)] | LONDON, |
Printed for Richard Whitaker. | 1621. | ,
p. [237]; — [blank], p. [238]; — | [con-
ventional head-piece] | TO THE GEN-
EROVS, | INGENIOVS, AND IVDI-
CIOVS | PHILAETHIST, *Thomas Ogle*
Esquire: the | *succeeding issue of his di-*
uinest wishes. | [verse, signed] | R. B. |
p. 239 (wrongly numbered 237); —
[blank], p. [240]; — | [type-ornament head-
piece] | THE | TRAVELLOVR, | DI-
LATING VPON THE | sundrie changes
of humane affaires, | *most fluctuant when*
appearing | most constant. | , [text, divided
into 7 odes, the first with heading], *AN ODE.*
| , pp. 241 (wrongly numbered 245) - 255; — |
[conventional head-piece] | To my knowing
and wor- | *thie csteemed friend* AVGV-
STINE VINCENT, all meri- | *ting content.* | ,
p. 256; — [text continued, in 7 odes, the
first with heading] | [type-ornament head-
piece] | BRITTANS BLISSE. | , pp. 257-
263; | FINIS. | , p. 263; — | [type-orna-
ment head-piece] | [verse, 4 lines] | [single-
rule] | Faults are as obuius to bookes in

Presse, as mis- | construction after . . . |
[4 lines] | [single-rule] | *Errata.* | [6 lines] |
[type-ornament tail-piece] | , p. [264].

The catchword on p. 2 is "as" instead of
"high"; on p. 160, "aimes" instead of "sec-
onded"; and there is no catchword on p. 178.
Page 9 is wrongly numbered 10; 50-50 are
98-99; 54-55 are 102-103; 58-59 are 106-107;
62 is 100; 63 is 111; [72], [74], [174], [214],
[238], [240], are blank and unnumbered;
[73], [173] [repeated], [177], [215]-[216],
[237], and [264] are unnumbered; 79-80 are
repeated; 95-96 are omitted; 172-[173] are
repeated; 191-192 are omitted; 234 is 232;
235 is 234; 239 is 237; and 241-243 are 245-
247.

CONDITION: Size of leaf, 6¼ x 4½ inches;
15.8 x 10.3 centimetres. Bound in crimson
crushed levant morocco, gilt; sides tooled
with two frames of three-line fillets, the
inner with fleurons at the corners; with in-
side borders, marbled end-papers, and gilt
edges. By Lortic Freres.

The Hoe copy, with ex-libris.

Other Copies.

British Museum; Bodleian; and W. A.
White.

References.

Grolier Club, *Wither to Prior*, 1(1905),
58; Hoe, *Catalogue, Books before 1700*, 1
(1903), 113; British Museum, *Books to 1640*,
1(1884), 262; Lowndes, 1(1869), 257; Haz-
litt, *Hand-Book* (1867), 51; Corser, *Collec-*
tanea, pt. 2(1861), 363; Hazlewood, *Intro-*
duction, 1(1820), 259; *ibid*, 1(1876), 75, 81.

The Hoe copy, with ex-libris.

The First Edition—First Issue.

The First Edition—First Issue (1621),
"for Richard Whitaker," is that here de-
scribed.

Of the First Edition—Second Issue (1623),
"for Richard Whitakers," with title changed
to *Shepherds Tales, Containing Satyres,*
Eclogues and Odes, there is a copy in the
British Museum. Hazlitt (*H. - B.*, 51) says:
this is "the preceding article with a reprinted
title, and the early pages reset." From the
description of the British Museum copy
(*Books to 1640*, 1:263), this appears to be
the sheets of the 1621 edition with the sep-
arate edition of *The Shepherds Tales* (our
no. —) inserted. It is apparently the copy

recorded in the *Bibliotheca Anglo-Poetica*, no. 44.

The Shepherds Tales; 1621 (our no. —) is an independent publication and contains nothing under that title in *Natures Embassie* of the same date. It appears to be alluded to in the caption on page 175 as follows: "His Pastoralls are here continued with three other Tales; having relation to a former part, as yet obscured. . . ."

The Odes; or *Philomel's Tears* was edited and reprinted by Sir Egerton Brydges at the Lee Priory Press, Kent, in 1815. The Hoe copy, one of 80 impressions, is in the present collection.

"The Odes were selected by Sir Egerton Brydges in 1815, as a specimen of the genius of our author, and as proving 'him not to have been without merit, either for fancy, sentiment, or expression' The reprint was in a small octavo, and formed one of the limited series of works, so tastefully embellished, that issued from the private press at Lee Priory."

This is the most interesting of Brathwaite's early works.

BRATHWAITE, RICHARD. (b. 1588? d. 1673.)

THE SHEPHERDS TALES REVISED AND REVIVED. LONDON, for Robert Bostocke, 1626.

Small octavo. First Edition—Third (?) Issue. Printed with running head lines in italic, and with occasional side-notes.

COLLATION BY SIGNATURES: A, 4 leaves; A (repeated), 8 leaves (the first cancelled); B, C, N, O, P, Q, each 8 leaves (the last 2 cancelled); total 57 numbered leaves. Leaves [A 2] and [P 4] have no signature-marks.

COLLATION BY PAGINATION: [title] | THE | Shepherds Tales | *Revised and Revived*, | By R. B. Esquire. | [single-rule] | [verse, 3 lines] | [single-rule] | [printer's device — McKerrow, 392] | LONDON, | ¶ Printed for Robert Bostocke at the | Kings head in Pauls Church-yard. | 1626. | , recto of [A]; — [blank], verso of [A];— [conventional head-piece] | TO HIS TRVLY | *knowing and conceiuing friend* | M. RICHARD LOVTHER; | all select content. | [verse, signed] | Melophilus. | [type-ornament tail-

piece] | , recto of [A2]; —[blank], verso of [A2];— [conventional head-piece] | THE PRELVDE | To his | *Shepherds Tales*. | , recto of A 3 to recto of [A 4];— [type ornament head-piece] | ILLUSTRATIONS | vpon the Prelude to his | Shepherds Tales. | [29 lines] | Finis. | , verso of [A 4]; — [the text, pp. 1-46, is identical with the corresponding pages of the *Shepherds Tales*. 1621. This is followed by pp. 175-236 which are identical with the corresponding pages of the *Natures Embassie*. 1621.]

Condition: Size of leaf, 6½ x 4 inches; 16.5 x 10.3 centimetres. In the original limp vellum binding, gilt; sides tooled with two frames of single-line fillets, and a center ornament with the initials P and C on either side. Leaf [C6] slightly mutilated, with loss of catchword.

Other Copies.

Probably Unique. We are unable to trace any other copy of this edition.

References.

Book Prices Current, 18(1904), no. 5851.

The First Collected Edition (1626), "for Robert Bostocke," is that here described.

This appears to be the Second Issue of the first three Eclogues and the Third Issue of the last three.

The four preliminary leaves of this work here appear for the first time. Leaves A2 - [C8] (pp. 1-[46]) are the same as the sheets of the 1621 edition of the first three Eclogues (1-3), our no.—. Leaves N-P3 (pp. 175-236), are also the same sheets as those that appeared in *Natures Embassie* containing three Eclogues (4-6), a poem, "The Shepherds holy-day," "Omphale" with a separate title-page, and "A Poem describing the leuity of a woman."

This is the First Complete Separate Edition of this work. It consists of the First Edition of *The Shepherds' Tales*, 1621, and the continuation of the same work as it appeared in Brathwaite's *Nature's Embassie*, 1621, page 175 to 236; with a general title as set out above and three leaves of new preliminary matter added."

These samples of Brathwaite's works have been selected for presentation here because they illustrate the practice of the publishers of that period in making use in later works

of sheets that had already appeared in earlier ones. It can readily be seen that such methods would pass unobserved except for a critical examination, as here, of the different works leaf by leaf. The collation by pagination of *Natures Embassie*, given above owes its length to the fact that the volume contains four secondary title-pages.

Corser, in his *Collectanea Anglo-Poetica*, Part 2(1861), devotes 120 pages to 45 works by this author. Brathwaite wrote both prose and poetry and his works were highly commended in his day, some of them appearing in several editions. Since that time they have fallen into neglect and are now principally prized by collectors of old English Poetry. The work here described is one of his best known productions. Corser devotes considerable length to it and gives several quotations from it.

Such are the methods of cataloging rare books in the Huntington Library. With the exhaustive bibliographical and critical information given of our own copies as well as of others, the scholar or student who comes to it to do research work will not only find our own copies available but will be informed where to go to find copies of every other edition known to us down to the year 1709. In no other library in the world with which we are acquainted, is such a complete and exhaustive mass of information to be found in its card catalog. When printed, it is safe to say, it will supersede all other bibliographical aids in the ground it covers.

In the absence of Miss Wigginton her paper, which follows, was read by Marion I. Warden, Louisville Public Library:

LESSONS IN AMERICANISM LEARNED WHILE CATALOG- ING A COLLECTION OF LOCAL HISTORICAL MATERIAL*

BY MAY WOOD WIGGINTON, *Denver Public Library*

What is Americanism? I found the answer while cataloging a collection of local historical material. It gave me a fine panoramic view of the American frontier. The frontier is the one experience common to

all America that other races have not. Each state in turn has been the frontier. American development has exhibited a return to primitive conditions on a continually advancing frontier line.

This continual rebirth and fluidity of American history, offering new opportunities, enforced equality, the simplicity of primitive society, furnishes the most distinctive force dominating American character. Each state in turn has been built by men with the spirit of adventure, hardihood, sturdy independence, fortitude and courage of the frontiersman. This is our one common foundation from which to build up a national character.

If we admit this lasting and ineradicable influence of the frontier upon the American character and the character building power flowing out of the conquest of a continent and a century of struggle with the wilderness, the duty of the librarian is clear.

We must preserve this gallant heritage. We believe in the power of books to carry on this tradition. We must see that the nation does not forget the strong lessons learned in that time when we were all Americans. And now when the American characteristic is in danger of being swamped by a different characteristic, we should know what it is we wish to preserve.

We can find it nowhere so clearly as in these old journals, this collection of local historical material that makes such drudgery work to collect and catalog.

A paper was then presented on

A SELECTIVE CATALOG: PLANS FOR MAKING THE LARGE CATALOG USABLE*

BY RUTH ROSHOLT, *Head, Catalog Department, Public Library, Minneapolis, Minnesota*

With all our efforts to simplify, restrain and popularize the card catalog we still fall far short of satisfying the staff, the public, or ourselves. We have adopted various expedients. Each department, music, fine arts, useful arts and juvenile, has its own catalog. We, therefore, drain into these catalogs much subject work, all but main subject cards and all analytics, which belong in the special departments.

*Abstract.

*Abstract.

Books in foreign languages are cataloged only so far as they are called for. In the less known languages an author card is sufficient. Books in French, German, Spanish and Italian are sparingly analyzed.

We are conducting several experiments which may be of interest. They are really "annexes" to the main catalog which goes on its destined way unaffected by them.

The circulation and reference departments, because of lack of space in an old building crowded to overflowing, are housed on two separate floors. The reference department has the main catalog. The circulation department when this change was effected needed a catalog. It was impossible to run two complete catalogs so a compromise was agreed upon. Here was a chance, we thought, to make the catalog the "average reader" would hail with delight. We would put into this catalog only records for circulating books, the popular titles and ignore older works, learned treatises and the like. Perhaps there is no "average reader." In any event no one likes the catalog. It "lets one down" at almost every point. It must always be used with the reservation "Perhaps you will find that book in the main catalog." In spite of the restrictions placed upon it, it grows too rapidly for comfort. It is expensive to make and keep up and satisfies nobody.

A short catalog which is popular, however, is the new book box which stands on the charging desk. It is arranged by week and shows by a short entry what has been added each day. This record is made up of the notes clipped from *The Booklist*, and the *Book Review Digest*. These notes are first filed with the Library of Congress cards awaiting new books, are used by the catalogers, are filed in this list, then used for the printed monthly bulletin and lastly filed in still another experiment.

We started this year a revolving catalog, placed in the reference department. The plan is to show what is added year by year for the next four or five years. Each year we use a different colored card and when the end of the term is reached pull out cards of the first year's color and so on, keeping it always a record of the years agreed upon only. It does not change the plan of the

main catalog but serves as a chronologic index by author and main subject. We put in cards with the author's name in full, brief title, date and call number, nothing else. We put in no titles but aim to show what we have bought of an author's work and on what subjects during this period of time. We file here all notes we have cut and mounted. We include no art, music or juvenile books because the time demand is not stressed with these. We do not put in any reference books, nor the learned and rare books. So far readers seem to like it and prefer it to the main catalog unless doing research work.

We find that for many readers the printed list is better than a card catalog and we cover this demand by the monthly *Community Bookshelf* and by many short bibliographies, envelope size, on the much called for subjects.

The whole problem is complicated. We do not feel we have solved it but we are working at it, shaping it here, rounding off sharp corners there, simplifying and condensing where we can, endeavoring to make one card grow where two grew before whenever possible. The ideal of course is always to make the catalog a living tool, making usable the otherwise inaccessible resources of the library.

On the same subject H. H. B. Meyer, Library of Congress, described his "A.L.A. Catalog" based on *The Booklist* and supplemented by titles recommended by experts. He urged treating the catalog as a collection of books and recommended duplicating small portions of it for special subjects.

MUSIC CATALOGING AND A PROPOSED INDEX TO SONGS was generally discussed. Mrs. Jennings presented the results of a questionnaire on the subject, as follows:

The questionnaire was sent to about thirty libraries. Nineteen answers were received. The approximate number of volumes of song collections in the different libraries varied from 60 to 1,518, the latter being the number from the Library of Congress. Of the 19 libraries 7 had prepared indexes, the largest of those was estimated to contain about 18,000 entries. Ten had no index, and two reported indexes begun.

Seventeen out of nineteen would support

the movement for an index to songs provided the cost was not above ten dollars. These libraries which have indexes would be willing to have their indexes used for consultation and verification of entries.

In regard to entries needed in such an index, the recommendations were fairly uniform. The answers are as follows:

An entry under composer,—16 yes, 3 qualified assent.

A title entry was unanimously demanded.

A first line entry when title differs from first line was favored by 16, was questioned by two and opposed by one.

Opinion as to whether the title entry should be in the original or in the best known English form was equally divided, the popular libraries preferring the English form, the others the original language.

In answer to the question in regard to a special classified section under headings such as folk songs, etc., many suggestions were made: Christmas carols, college songs, national songs, etc.

Should collections of hymns be included in the index? Seven voted yes, nine no, and two were doubtful. The great increase involved in the size of the index was the chief objection. If hymns were included important collections, both denominational and undenominational, were suggested for indexing.

Franklin F. Hopper, New York Public Library, led a discussion on the song index. He said:

At Swampscott I talked with Mr. Wilson and I have talked to him since. In my opinion it is a much more practicable thing for a concern like the H. W. Wilson Company to publish a song index, than for the A.L.A. to do so. The questionnaire which Mrs. Jennings has compiled is going to be an eminently useful guide. My suggestion would be that we turn over all our data to Mr. Wilson, who has promised to undertake the publication,—he has the thing in hand. Mr. Wilson will, of course, put it in the hands of an expert compiler. In my opinion Mr. Wilson will need to get considerably more detailed information than has been forthcoming through the questionnaire, particularly in some points. In New York, through the music division of the reference

department which already has a song index on cards and in Newark, where the public library has even a larger index available, and also from the help the Library of Congress through their music division can give in a bibliographical way, and also from various other data I think Mr. Wilson will be able to put the thing together more expeditiously than we can co-operatively.

May I say I feel more optimistic than ever. Mr. Wilson knows more about this than I do, but nevertheless, I am more optimistic than he is about the value and extent of the sale of the song index. I know, for instance, how much we need it in New York, in our forty branches, and I believe that in every medium-sized library over the country it will be found indispensable.

Mr. Wilson announced that the H. W. Wilson Company plan to issue such an index in the near future and would appreciate the co-operation of the Catalog Section.

Agnes S. Hall, Denver Public Library, discussed the problems of MUSIC CATALOGING, bringing out the perplexing questions involved in the cataloging of a large music collection. The discussion which followed brought out practical suggestions in answer to the questions raised.

The following addresses were made:

PRINCIPLES OF CATALOGING FOR
BRANCH LIBRARIES, AS ILLUSTRATED
IN THE METHODS OF THE CARNEGIE LIBRARY
OF PITTSBURGH AND THE ST. PAUL
PUBLIC LIBRARY*

By AMY C. MOON, *St. Paul Public Library*

The position of permanent branch libraries is a rather unique one, for, while each branch is as complete a unit as any small town library, it is also a part of a big system and its rules and tools should be as nearly uniform as possible with those of the central library and the other branches.

This applies particularly to the branch catalog, which, while it shows the resources of a special collection, shows them in such a way that those familiar with the catalog of

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the central library should be able to use that of any of its branches with equal ease.

The best way to insure complete uniformity in the catalogs of the whole system is to centralize the work in the catalog department. Beside the question of uniformity there is that of efficiency and economy. It stands to reason that the specially trained catalog staff can do the same books for the central library and for the branches with more speed and efficiency than for the staff of each branch to do all or part of its own cataloging. The same decisions can be made and the same processes carried on for all at the same time, instead of being repeated several times in the separate branches.

The problems of branch cataloging vary of course in different places, and in special branches, such as business or high school branches, etc. may require special treatment, but there are a few general principles, which, if followed, should make the subject simpler and easier.

First—To repeat what has been said, there should be uniformity and completeness in records. The branch, even though small, should have for its collection as full a catalog as the central library. The classification and the subject headings should be the same with all needed cross references. While meager records may serve as a makeshift until more complete ones be made, it must be remembered that the branch collection is permanent, and the work will be hampered without a full, permanent catalog.

Second—The official catalog card should be a union card containing names of branches having book, so that at a glance it can be ascertained just where the books are placed in the system. If there is no official catalog an alphabetical union branch list should be kept in the central catalog department.

Third—There should be a complete shelf list record for branches in the catalog department as well as a shelf list in each separate branch.

Perhaps the best method of keeping the record at the main library is to combine it with the central shelf list, using consecutive copy numbers for main and branches, distinguishing them by letters prefixed or added for branch numbers. This means a very

close relationship between the central library and branches. It is an advantage to be able to have one card include the record of everything, which more than offsets the possible inconvenience of having the combined copy numbers run rather high. By this method, copy 6 for a branch book does not mean that there are five other copies there, but that it is the 6th copy in the whole system.

Another method which is good is for each branch to keep its own collection entirely separate as far as copies are concerned. In this case, a union branch shelf card should be used containing separate records for each branch, this card, which may be of another color for convenience, to file behind the central shelf card for the same book. It means that an extra card must always be made and the records are not quite as easy to consult as when the first method is used.

Fourth—A union branch list of subject headings should be kept up. It should indicate branches having headings and cross references. Whenever any new cards are sent to branches the headings should be checked by this list, new headings made and needed cross references ordered. All necessary cross references for personal names should also be added. The branch author card should contain tracing for headings.

Fifth—The catalog department should keep the statistics of all branch books, not only of the additions but of withdrawals. After discards are taken from branch records they should be sent to the catalog department to be taken from its records and to be incorporated in the final statistics of the whole system.

The Carnegie Library of Pittsburgh and the St. Paul Public Library have the same general principles of branch cataloging as those mentioned above with some differences in details. The Carnegie Library is older and its branch collections larger. It has a separate catalog for the juvenile books in each branch and a well-developed union system. It has its printing department and bindery which modify some of its methods of duplication and the mechanical processes of preparation of books for the shelves.

The St. Paul Public Library has no branch older than five years and has no need as yet

of a separate juvenile catalog for the branches. It uses the Library of Congress cards as far as possible and has no bindery, which cause its methods to differ somewhat from those of the Carnegie Library of Pittsburgh. Its shelf records are not as complete, but, with the growth of the branches, the shelf list can easily be enlarged and developed to meet the needs of an increased collection.

Both libraries are good types of a centralized system of branch cataloging.

BRANCH CATALOGING IN THE DETROIT PUBLIC LIBRARY*

BY ABBIE F. GAMMONS, *Detroit Public Library*

It is necessary to survey certain general features of the work in the catalog department, in so far as they affect our method of cataloging for sixteen branches and enable us to reduce the red tape of record keeping to a minimum.

When the books come to us from the order department they are separated into two groups—the new material and the old, or added copies. The order department inserts blue slips in all added copies, so that these are readily distinguishable from the new titles and may be sent on at once to the assistant in charge of this work. Library of Congress cards are ordered for the new titles from the books themselves, so they are held up for a short time until the cards come. Then the new non-fiction is distributed among the assistants in the department according to its subject or class. Art, technology, and music each has its own classifier and cataloger, and the same is true of the periodicals, continuations, government publications, and the foreign material. The branch work is distributed in somewhat the same way, though not so extensively. The greater part of the branch non-fiction is kept in the hands of one person, but the continuations, periodicals and foreign books are turned over to the assistants who handle these classes for the main library.

As a rule no title is sent to the branches unless it has already been cataloged for main. So there is an official catalog card in file from which the branch cataloger gets all her data

for writing up the branch cards. This official indicates the branch tracing whenever it differs from main, as it does in the case of a few subject headings and in the number of analytics to be made. Library of Congress cards are used whenever possible, but if we have to type the branch cards the form is very brief, omitting publisher, place of publication and collation, unless it is more than one volume.

We do not use accession numbers in our system but rely on the copy numbers to distinguish one copy from another. When the first copies of a certain title are cataloged for a branch, the copy numbers are assigned in our department, and the shelf list for the branch is made. No record of the number of copies at the branch is kept in our department, however. Our branch record consists of a buff card which lists the names of the branches and to which the cataloger adds the author, title, imprint and call number of the title being cataloged. This buff card is filed directly behind its official catalog card and the branches are merely checked as their first copies are cataloged. All added branch copies, therefore, have their copy numbers assigned at the branch according to the shelf list there. This is a great time saver in our department in handling this part of the branch work as it means that our assistant has only to look up the buff card for a given title to make sure that the branch in question has been checked, and that the book is the same edition. Then she writes the call number only in the book and forwards it with the buff card to her reviser.

The new fiction follows the same procedure as the new non-fiction, except that the cards are always typed. The fiction is not Cuttered, but the adult is separated from the juvenile and the latter stamped J. The added branch fiction then is ready to be sent out at once, for the buff records are not consulted in this case, but the sorting done by the order department is relied upon.

We are planning a reorganization of the foreign material, and have started to pool it all in the down town annex, which will serve as a distributing centre to the branches. Instead of making cards and shelf-lists for each branch, we make one card for the down town pool, and an additional shelf-list for each

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copy of a given title. This shelf-list is sent with the book when it is loaned to a branch and is kept on file at the branch. The downtown card is a sort of joint shelf-list, which lists the names of the branches as well as the number of copies of a given title, and this is used as a record of the copies loaned.

While the initial cataloging is done in the catalog department, all changes of call number, subject headings, added entries, and so on, are made at the branches under our direction. Each week we send them a list of the changes to be made and any necessary information that will enable them to keep their catalogs up to date.

The shipping of the books is done from the extension department, so we have no check in our department on the actual number of books sent out. The branch librarians meet this contingency by sending in regularly, lists of books ordered which have not been received and these are investigated.

GEOGRAPHY IN THE GROSVENOR LIBRARY*

BY RUDOLPH ARMBRUESTER, *Grosvenor Library, Buffalo, N. Y.*

Books, atlases and magazines are cataloged and filed in the regular manner. An extra card of each of these publications is furnished to the geographical department, which prepares, in some cases, especially if these publications contain maps, analytical cards. Sheet maps are accessioned, cataloged, and filed in the geographical department. The numbering system is based upon ten index maps, of which there is one of each, namely: Canada, United States, Mexico, Central America and the West Indies, South America, Europe, Asia, Africa, Australia and the Islands of the Pacific, North Polar Regions, and South Polar Regions. On these index maps the border lines of the maps are indicated in colors, and the maps numbered in consecutive order, each index map beginning with the number one. The number of the map is written in the lower left hand corner of the index lines. By this system the index map

shows at once whether the library has maps on file covering the desired territory.

The index card contains the description of the map, the name of the index map, the number on the index map and the number of the drawer of the filing cabinet, or the shelf number in case the map is another publication.

The card index is divided into three sections: number index, author index, and subject index. This index contains also Armbruester's GI cards, the analytical index cards for geographical magazines.

In order to save space the maps are filed according to size in a steel cabinet of 48 drawers, ranging from 18 by 23 inches to 52¾ by 64 inches, with an inside height of 2 inches. From 5 to 6,000 sheet maps can be filed in this case for which a floor space of only 45 square feet is required. The maps are marked with a rubber stamp:

Grosvenor Library.

Asia No. 14 Map Case Drawer No. 5.
Sheet No. 3.

In order to furnish people with easy access to maps which cover territories and subjects of present or daily interest, a display fixture of 35 wings, each 82 by 54 inches, equal to a display area of 2152 square feet, is used.

Maps are filed flat, in strong manila paper covers, with the numbers of the maps marked on the outside. Very large wall maps are on spring rollers in Nystrom's rotary cases.

The Library of Congress system is followed for the United States Geological Survey topographical maps. That is, the maps are arranged by states and pasted at the top in loose-leaf manila books, size 20 by 25 inches, not more than three maps on a page, with an index map in the front. Old maps are also filed in these loose-leaf manila books, by territories and year, thereby forming historical atlases.

The aim is, if possible, to have the official maps on file, one on a small scale as a general map, and one on the largest scale obtainable; also maps showing special features, as political, physical, racial, historical, statistical, industrial, etc.

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THE CARE OF MAPS AT THE JOHN CRERAR LIBRARY*

BY A. G. S. JOSEPHSON, *The John Crerar Library, Chicago, Illinois*

Before 1907 the library possessed few maps other than the topographic, geological and economic maps received from government offices. These latter were kept in wooden map cases of the usual type. Other single maps of any specific interest were cut, mounted, folded and placed on the regular shelves like books. Maps of less significance were placed with the pamphlets.

With the receipt of the gift of Dr. Mortimer Frank in 1907 it was decided to treat maps, charts and similar material as distinct from the books and pamphlets. A special map accession book was made up; and all material entered in this book received the letter M before the accession number. This letter is also prefixed to the call numbers. The maps were classified in 940-999 of the decimal classification, and placed in large manila folders; these were placed in wooden cabinets similar to those already in use. When the Ehrenburg collection began to be handled, it was found that a more specific classification would have to be used; and geological maps were classed in 550, transportation maps in 656. When material in a folder became too diversified, it was broken up, so that for example the one containing the maps of Italy included, first, all maps that dealt with any part of the country; then when a number of maps of Italian cities had been added, these were taken out and placed in a separate folder marked Maps of Italy—Cities; and when the number of maps of Rome had sufficiently increased, another folder was made up for maps of Rome. But until the receipt of the Levasseur collection, no maps were treated individually. When the arrangement of the Levasseur collection was taken up, it was soon found that the wooden cases would be too expensive, and on account of the mass of material on a single subject, too inadequate. Special boxes of reinforced boards were therefore ordered, 41 in. long, 29 in. deep and 3½ in. high. These were placed on a special steel stack. The boxes contain

usually more than one folder of maps; but in some cases the maps belonging to the same group are numerous enough to fill a whole box, or even two boxes.

Although the rule has been to group the maps and put each group together in a folder, a certain number of individual maps have been placed in folders by themselves. This has been done with maps consisting of several sheets, with important maps issued by government bodies, with maps by Émile Levasseur and other well-known cartographers.

The cataloging rules for the map collection are still being compiled. The special collections are given very brief entries, as

Maps of Wisconsin—counties.

Maps of Wisconsin—railways.

Maps. Transportation maps of the world.

The collation consists of the single word "Portfolio," and no size is given. A complete list of the maps in these folders is kept in the map shelf-list.

The entries for single maps follow regular cataloging rules as to heading, title, and imprint. The collation consists of a statement of the number of sheets or sections followed by the size, i. e.

1 map. 110 x 114 cm.

1 map in 12 sections, each 54 x 46 cm.

The size is measured from the border of the actual map and not from the edge of the margin. In case of large maps composed of many sections where the library possesses an incomplete set, the actual number of sheets on hand is given in the collation, while a note reads: Complete in 20 sections. Where the number of sections is not known, the collation reads: 1 map in sections, each (with small variations) 55 x 51 cm. with a note stating the actual sheets in the library; e. g., Library has 18 sections entitled as follows: Casa Branca, San Carlos, etc. Other notes given are scale (unless forming part of the title), engravers, inset maps of special importance, coloring when significant. Dash entries are used for other editions differing slightly from the main entries.

In the absence of the chairman, Miss Suttiff, reporting for the Committee on Resolutions, presented the following resolutions which were unanimously adopted:

Resolved, That the Catalog Section heart-

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ily indorses Mr. Hanson's contention that a thorough education, preferably four years of college, is essential preparation for good cataloging work, this preparation to emphasize foreign languages, especially Latin and German at this time.

Resolved, That the Catalog Section urge that this matter be given consideration by all library schools and authorize the secretary to call this resolution to the attention of the Association of American Library Schools.

Resolved, That it is the sense of the Catalog Section that if catalogers with the above qualifications are to be attracted to and kept in this field, the maximum and minimum salaries must be increased and the clerical work required of the cataloger be reduced to the lowest amount possible.

Resolved, That the Catalog Section authorize the incoming officers to carry forward the work on the proposed Index of Songs and to report progress at the next meeting.

Resolved, That thanks are due to all who have labored to prepare the program, and to those who have so ably assisted in carrying it out.

The Resolutions Committee also stated:

As an outgrowth of the free discussion in this section, begun in Swampscott and con-

tinued in this meeting, catalogers must be sensible of a better understanding and appreciation of their problems on the part of those not directly engaged in the work.

It was moved by Miss Hedrick, chairman of the Smaller Libraries Division, and seconded by Miss Tucker, Harvard University Library, that the chairman appoint a committee of five to prepare a report on the questions of organizing an association of catalogers and to outline a method of procedure. The motion was carried. The committee will be announced later.

Adelaide F. Evans, chairman of the Committee on Nominations, presented the following names: Chairman, Helen B. Sutliff, Stanford University Library; secretary, Ruth Wallace, Indianapolis Public Library. Moved and seconded that the secretary be instructed to cast a unanimous ballot for the persons nominated. Carried.

On motion the meeting adjourned.

RUTH ROSHOLT,
Secretary.

CHILDREN'S LIBRARIANS SECTION

First Session

The first meeting of the Children's Librarians Section was held Tuesday afternoon, June 27, with Clara W. Hunt, chairman, presiding. The topic for the afternoon was a series of papers on children's books and the present day interest in them. The culmination of this meeting was the awarding of the John Newbery medal for the most distinguished contribution to American literature for children during the year 1921.

The following speeches were presented:

RECENT PUBLICATIONS OF FOLK TALES AND MODERN FAIRY TALES, AND THE STORY HOUR*

By MARGARET B. CARNEGIE, *Supervisor of
Story Telling, Carnegie Library of
Pittsburgh*

The rambling organization and the questionable moral value of many of the stories found in the recent collections of folk tales

and fiction fairy tales, makes it difficult to discuss them in connection with story telling. Because of the lasting influence which the story heard in the story hour has on the child's literary taste and moral development, a careful selection is most necessary. Certain criteria must be kept in mind constantly: the treatment of the story must be sincere, direct, straightforward; the ideals presented must be such as shall be worthy of a child's admiration and imitation.

Many of the recent publications of folk tales have been tales of Czecho-Slovakia and of Russia. *Hero tales and legends of the Serbians*, by Petrovitch, is a book worth noting because of its careful selection of stories and the sincerity of treatment. It is of greater interest to adults than to children however, as it includes chapters on manners and customs, and personal comments by the author. The *Czecho-Slovak fairy tales* by Parker Fillmore is well worth while, but later books by the same author are not so good. *Wonder tales from Russia* by Jeremiah Cur-

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tin has splendid folk style, but a poor selection of stories.

The *Chinese fairy book* and the *Swedish fairy tales* translated by F. H. Martens, are heavy and uninteresting. Padraic Colum's *Golden fleece and heroes who lived before Achilles* is perhaps the best of the recent folk lore collections from any nationality.

The same standards by which folk tales are judged, are applied to modern fairy tales. Good modern fairy tales are rare. *Seven peas in the pod*, by Margery Bailey, is charming. The *Little man with one shoe* by the same author is not so spontaneous, but is delightful reading nevertheless. Padraic Colum has given us some splendid fiction fairy tales, of which the *Girl who sat by the ashes* is typical. There are other long modern fairy tales from which selected passages might be read aloud.

In making up a year's program for the story hour, some of the best of these stories might be included, to give variety and color, and so help to keep alive an interest in books and reading.

RECENT FICTION FOR GIRLS*

By ANNIE M. JACKSON, *Children's Department, Toronto Public Library*

Judged beside *Little women*, *Castle Blair* and other permanently established girls' books, not many of the new publications compare very favorably. There is a lack of standards, of strong characterization, of elements that stimulate the mind and the imagination, and of literary excellence. Instead, there is undue emphasis on superficial appearances and the desirability of wealth, and an untrue presentation of relative values. In few of the out-of-door stories of which there are many, does a genuine out-of-door atmosphere pervade the story, and in still fewer do we get a real appreciation of nature for nature's self, as in Gilchrist's *Kiit, Pat and a few boys*.

Among the better books of recent publication are *Midsummer* by Katherine Adams, *The pool of stars* and *The windy hill* by Cornelia Meigs and *Silver shoal light* by E. B. Price. These have some claim to literary

merit, present fine standards and suggest broad and wholesome interests.

The lack of good historical stories is to be regretted since through this means so much can be given in relating past to present and providing background for intelligent citizenship.

For a real contribution to a literature for girls, the only title of fairly recent date is a 1919 publication, Tarn's *Treasure of the Isle of Mist*. This merits a place among a first selection of girls' books.

RECENT FICTION FOR BOYS*

By MARION F. SCHWAB, *Children's Department, Brooklyn Public Library*

Nick Carter is dead. His author, facing financial ruin because his books no longer sold, committed suicide a few months ago. Not only Nick, but many other books once popular with boys, are no longer finding readers. This is because boys are live creatures and their interests have changed. Unless the old stories have that quality of greatness in them, they are gradually losing their appeal to the up-to-date boys of today. The old fashioned type of western story with its fighting and its shooting does not furnish half the thrills that may be had from accounts in the daily newspapers now, and smuggling furs over the Canadian border, a once popular theme for mystery stories, pales beside the modern account of smuggling whiskey via airplane, also recorded in our newspapers!

The World War with its tales of real heroism and valor, the Boy Scout movement, the great advance in science, the schools' emphasis upon current events and upon technical training, have created a demand for a new type of books for boys. They still ask for adventure and excitement, but it must be up-to-date and realistic.

The majority of the older writers have failed to recognize this change in boys, and so their books still follow the old patterns. Many of the best books for boys published in recent years are the work of new writers, who have grasped the viewpoint of the modern boy, and in stories of adventure, of war,

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sea and mystery, have pleased their boy readers and satisfied the demands of the boys' elders. The reason that boys like them was expressed by one boy when he said, "This is a good book because it gives you credit for having some sense," inferring that the older books were rather patronizing and did not appreciate their readers' mental abilities.

PRESENT-DAY INTEREST IN CHILDREN'S BOOKS*

BY ELIZABETH D. BRIGGS, *Librarian, Parents and Teachers Room, Cleveland Public Library*

Wherever there are children, those responsible for their training for citizenship are enlisting the aid of librarians. Requests from mother clubs for speakers on children's reading are becoming more and more frequent. From county librarians and others doing extension work come reports of calls for help from every section of the country, from school and town on the edge of the desert, the Indian reservation and the mining district. From the editor of an agricultural paper having a large circulation in Ohio, the request has come for a list of books recommended for home purchase in farming communities. Many residents in small country towns are awake to the fact that their children are entitled to guidance in reading, and the ministers as spokesmen for their communities are writing to city librarians for suggestive lists. Many of the best booksellers are requiring of their helpers a knowledge of children's books. The artist, too, is interested in making children's books as attractive as possible. Howard Pyle set a standard of illustration in his books from which later illustrators have gained much inspiration, and through them his work and interest are perpetuated.

And what shall we say of the writers of children's books? It is not difficult to call to mind certain titles which will never grow old because the authors so thoroughly enjoyed writing them that they produced books which cannot help but give pleasure to the reader of any day and generation. Lewis Carroll could not have spent many dull hours while writing of Alice's adventures

either in Wonderland or Through the Looking Glass. I doubt not that Dr. Van Loon chuckled as he placed Balboa on the mountain top making his great discovery. The children also chuckle as they read it, and remember.

Innumerable incidents may be mentioned which point toward an ever-increasing interest in children's books. To many mothers a shopping trip always includes a visit to the library. Fathers' lunch hours are frequently shortened because the small boy or girl is showing new interests ranging from radio to poetry, and we must not let them die for want of nourishing reading matter. There are grandmothers who smilingly admit that they find much pleasure in reading children's books and really prefer them to usual modern books of fiction. Among the grandfathers is one from a small nearby town, who has been drawing for his grand-daughter since she was seven. She is now seventeen, but her grandfather is still seen occasionally in the adult department in quest of a book for her.

FICTION READING FOR OLDER BOYS AND GIRLS*

BY MARY S. WILKINSON, *Children's Department, Hackley Public Library, Muskegon, Michigan*

Fiction reading needs no justification when it is of the better class of book, but "there are things in that shape which I cannot allow for such." It seems unfortunately to be true that much of the fiction read by older boys and girls belongs to this group of unsuitable or mediocre books. The reason for it is twofold: first, their taste is not sufficiently trained to discriminate between the good and the cheap; and second, their craving for "lots of excitement" leads them chiefly to second-rate authors whose breathless activity satisfies even the restless adolescent. The western and the mystery story are for this reason the prime favorites, but we should not so much object to them, nor to the so-called "nature" and "religious" stories if they aroused in the reader other interests instead of limiting him to one. Not only do these inadequate books stunt the mental

*Abstract.

*Abstract.

growth but they also misrepresent life in so far as they over-emphasize the more unlovely human traits and the acts resulting from those traits. There is a healthy curiosity in the developing mind which should be satisfied with live, honest books not too difficult for comprehension and most certainly not too easy. It is not a simple thing always to find a "good" book among the hundreds on the adult shelves, and the children who have grown up in the children's rooms of the public libraries where the books are selected with care, and where an assistant is always ready to help in a difficult choice, are only too apt to flounder hopelessly among the necessarily unrestricted adult shelves. Mentally immature, socially sophisticated, these boys and girls need help, patient, unobtrusive and interested, that so they may be set on the path which leads to many goodly kingdoms and realms of gold.

THE JOHN NEWBERY MEDAL

Interest in awarding the John Newbery medal brought a big audience to the first session of the Children's Librarians Section. The hall was full to capacity, many people were turned away. Children's librarians all over the country had been invited to send in votes for the book to receive this honor. At this meeting the result of the voting was announced and the first John Newbery medal, donated by Frederic G. Melcher to the Children's Librarians Section of the A.L.A., to be awarded annually "for the most distinguished contribution to American literature for children" was presented to Dr. Hendrik Willem Van Loon author of *The story of mankind*.

After accepting the medal from Mr. Melcher on behalf of the Children's Librarians Section, Clara W. Hunt, chairman, said, "I would I had the ability to express adequately the gratitude which we children's librarians feel for the inspiration which prompted you to make this gift to the cause we love. . . . We feel strong and powerful because you believe in us and you are putting in our hands a weapon, one of the most potent of our times—publicity of the best kind." Miss Hunt then presented the medal to Dr. Van Loon who made a gracious acknowledgment of the honor conferred upon him. The enthusiastic applause which greeted

Dr. Van Loon gave evidence of the appreciation and interest of the large audience.

Second Session

The second meeting of this section was held Wednesday afternoon, June 28, with Clara W. Hunt, chairman, presiding. The first paper, CHARTED SEAS, was given by Mrs. Mary E. S. Root, long associated with children's work in Providence, Rhode Island. As if in response to the telegraphic salute of twenty-one guns sent the Children's Librarians Section by Caroline Hewins and Annie Carroll Moore, Mrs. Root recalled the "little ship which was the children's library movement twenty-one years ago" and paid tribute to the early pilots and "friendly convoys" who kept the venturesome little craft on its course. Mr. Greene of Worcester, Mr. Foster of Providence, Mrs. Fairchild, Albany, Caroline Hewins and Mary Wright Plummer, did much to launch the craft and keep it going through the years. It sailed over "uncharted seas" in those days, and some of the early pilots, Miss Hunt, Miss Moore, Miss Power, Miss Engle and Miss Dousman, still sailing the good ship, know of the tireless effort required of "all hands aboard" to make the seas charted for the children's librarians of 1922. "Appreciation has come," said Mrs. Root. "The pilot of today whose good judgment was looked upon with distrust in the past must travel early and late if she would begin to meet the demands made upon her for lectures on children's books before mother's clubs, library clubs, library schools and summer schools. She must go sleepless if she would prepare all the lists asked of her. She must check *The Booklist* and other co-operative lists, and, crowning triumph in the year of our Lord, 1922, she awards the John Newbery medal for the most distinctive juvenile published this year."

The second paper of the afternoon was

GIANT-KILLING IN THE CHILDREN'S DEPARTMENT*

By EDITH L. SMITH, *Morris County Free Library, Morristown, N. J.*

Giant-killing in the children's departments of the public libraries is not limited to tales in the fairy books of Andrew Lang and

*Abstract.

Joseph Jacobs. A mighty giant with two heads awaits daily conflict with chief librarians throughout the country; one head for decapitation is lack of funds; the other, a result of the first, the lack of an adequate number of properly trained children's librarians.

What is the country doing to train children's librarians to serve the omnivorous young readers who are waiting daily in every library for *The three musketeers*, or the latest wireless book, or, a good book on model sailing yachts and many other books? To answer this, a questionnaire was sent to 21 large libraries and 16 library schools.

The answers revealed that an average of less than 25 per cent of the output of the library schools undertake library work with children. In a short time about 33 per cent marry. Several librarians reported that the best marry, though the supervisor of children's work of the largest library system stated that some of the best had remained from ten to fifteen years. Many of the children's librarians drift into work with adults and the attendant opportunities for executive work and the higher salaries that go with it. Others leave for business opportunities with better salaries, and school work with shorter hours and long vacations. The reason most frequently given for changing is the need for better salaries.

The best library service to the community goes hand in hand with the highest salaries and the largest number of trained workers. The city in which this condition exists is the fifth in population in this country and third in the circulation of juvenile books. The fourth city in size, with a population of over one million greater, circulates 500,000 fewer books to children.

The program for the present National Education Association shows the teachers' growing interest in the pupils' silent reading. This presages an even greater need for children's librarians.

More children's librarians must be recruited but the writer of this paper feels that this must not be done by lowering the standards. Raising standards of requirements should attract the intelligent young college woman; reducing them will repel her. Higher stand-

ards, shorter hours, if necessary, so the children's librarian may be more of a part of the life of the community, less sentimentalizing about the work, and closer co-operation between schools and libraries will reveal the value of the work, and recognition in the way of better salaries should result.

It is felt that the increase in intelligent use of the adult department which all libraries show, is due in great part to the early work of the children's departments. A chief librarian whose children's department is weak because of too few and untrained assistants is truly building his work upon the sand.

Jasmine Britton, librarian of the elementary school library, Los Angeles, gave an interesting paper, *NEW ROADS IN LIBRARY WORK WITH CHILDREN*. She pointed out that it is only through the newly opened road of the elementary school library that we can hope to reach all the children and to establish an appreciation of books and a zest for reading which will carry them on to the wider interest of the public library. Miss Britton gave several "intriguing possibilities" offered in addition to the regular work with the grades. The truant-playing boys in the parental schools need books. Children temporarily handicapped and doing special work under the guidance of the psychological experts need books, there are classes of super-bright children where the children's librarian can "riotously indulge her most toplofty ideals in the best of literature," and there are part-time classes for children who must work.

Sarah C. N. Bogle, assistant secretary of the American Library Association, gave a report on *THE COUNTRY-WIDE DEMAND FOR CHILDREN'S LIBRARIANS*. She said:

Every day requests come to the A.L.A. Headquarters for people to fill positions as children's librarians. A very small percentage of these requests can be met as children's librarians are not trained in sufficient numbers, or fast enough to meet the demand. Practically all library schools give some attention to children's work. Two schools specialize in it: the Carnegie Library School of Pittsburgh, Pa., and the library school of Western Reserve University, Cleveland, Ohio. Their graduates have places waiting as soon

as their courses are completed; but this is only a drop in the bucket, as the number needed is many times in excess of the number graduated from these two schools, and all the other library schools put together.

Joint Session with School Libraries Section

On Friday, June 30, the children's librarians and the school librarians met in a joint session at the Pattengill School. A report of this meeting is included in the School Libraries Section proceedings.

Third Session

A business meeting was held Thursday evening, June 29. After an address by Clara W. Hunt, chairman, in which she urged that the section be placed upon a more organized basis, the reports of the Publicity Committee, the A.L.A. Booklist Committee, the Resolutions Committee, and the Committee on Reorganization, were submitted.

The report of the Publicity Committee was read by Della McGregor, chairman, accepted, and a motion was made and carried that this Committee be dissolved and its report submitted to the A.L.A., for further consideration.

Effie L. Power, in the absence of Adah Whitcomb, chairman of the Committee on Reorganization, submitted a draft of the proposed constitution upon which to base all future business of the Children's Librarians Section. Various points in the proposed constitution were brought up for discussion and a motion was made and carried that the constitution be adopted as drafted.

After the reading and acceptance of their reports all committees were dissolved prior to the adoption of the constitution.

The following motion, proposed by Franklin K. Mathews, librarian of the National Boy Scout Organization, was passed at the business meeting:

Resolved, That the Children's Librarians Section of the A.L.A., prepare a brief list of

children's books, in co-operation with the Library Commission of the Boy Scouts of America, and request its publication by the A.L.A. Editorial Committee for use in connection with Children's Book Week.

Other resolutions passed at the business meeting were as follows: Be it

Resolved, That we as members of the Children's Librarians Section of the A.L.A., express our gratitude to Frederic G. Melcher for originating the idea of the John Newbery medal, an award which should be of real service to the cause of children's literature in determining a future standard of excellence of workmanship and a spirit which will correspond to the ideals for which we are working.

We are especially honored because we have conferred upon us a perpetual trust of selecting the future literature which shall receive the award. And lastly, we appreciate the generosity which prompted the gift and saw it executed in so beautiful and worthy a fashion.

Be it further

Resolved, That we express our appreciation for the delightful breakfast enjoyed at Belle Isle Park and for the many courtesies and hospitality so generously extended to the members of this section by the children's librarians of the Detroit Public Library.

Be it further

Resolved, That an expression of gratitude be extended to Edwin H. Anderson, director, New York Public Library, for the service rendered by the library's printing department, in sending out the two circular letters in connection with this meeting.

The report of the Nominating Committee was read by Elisabeth Knapp, chief of the children's department, Detroit Public Library, and the secretary was empowered to cast the vote. The officers elected were as follows:

Chairman, Elva S. Smith, Carnegie Library, Pittsburgh, Pa.; vice-chairman, Della McGregor, Public Library, St. Paul, Minn.; secretary, Avis Meigs, Public Library, Detroit, Mich.; treasurer, Grace L. Aldrich, Public Library, Madison, Wis.

LEONORE ST. JOHN POWER,
Secretary.

COLLEGE AND REFERENCE SECTION

First Session

The College and Reference Section met on Wednesday afternoon, with about three hundred in attendance. Charles J. Barr, of the Yale University Library, presided.

H. M. Lydenberg for the Committee on Foreign Periodicals of the War Period, reported that five large packages of periodicals for American libraries are ready for shipment from the Notgemeinschaft through the

Smithsonian Institution Bureau of International Exchanges. Two lists of desiderata of German libraries have been received and are being sent to the various libraries which are to receive duplicates from abroad. The Committee recommends that after the duplicates from the *Notgemeinschaft* have been received, individual libraries send their desiderata to Otto Harrassowitz. If not enough copies are found by Harrassowitz the question of reprinting might be taken up. (For full report see p. 186.)

James T. Gerould reported for the Committee on Revised Form for Library Statistics. A desire for a simpler form was expressed but no definite suggestions were made. The difficulty of getting the same statistics for each year due to change in forms or organization was expressed by Dr. Andrews and Mr. Walter.

J. C. M. Hanson reported for the Committee on Printed Cards for Monograph Series. The Committee selected 57 series, based on the old A.L.A. list of serials analyzed, through co-operation of certain university and reference libraries, the cards being printed and distributed by the A.L.A. Publishing Board. This work was taken over by the H. W. Wilson Company printing the entries in its *International Index*. Many of the series are made up of sizable monographs, hence the need of printed cards. This Committee has endeavored to secure subscribers for 50 cards for all titles in each series; has secured the necessary fifty subscriptions for 25 titles; and has hopes of getting the required number for the titles remaining, as considerable interest has been manifested by foreign libraries. There seems little doubt that libraries will be found to take up the co-operative analysis of the series.

Mr. Barr read a letter from the Superintendent of Documents in response to action taken by the Section at Swampscott. Mr. Tisdell reported that the manuscript for the 64th Congress *Document Catalogue* is in the hands of the printer and will be ready for distribution in the fall. No assurance could be given in regard to the *Checklist*.

The first formal paper was on INTER-LIBRARY LOANS; A POLICY, by Anne S. Pratt, Yale University.

The purpose of the inter-library loans is to enable the unusual reader to have the unusual books. This brings up the need of some form of union catalog which will make it easy to locate the unusual book. In 1916 the Committee on Standardization reported tentative suggestions on inter-library loans. Inter-library loans are on the increase. At Yale they have increased 50 per cent in 10 years.

The cost of searching references, preparing for shipment and the necessary correspondence raised the question of possible charges to cover actual expenses. Photostatic reproduction was suggested as one way of avoiding these costs. Because of the difficulty in securing refunds of postage Yale sends by express. E. D. Tweedell of The John Crerar Library reported on the policy of The John Crerar Library, mentioning the limiting of loans to two weeks without renewal.

Fannie Borden expressed the appreciation of the smaller libraries and suggested a charge of fifty cents per loan be made by the loaning library to cover necessary expense.

Joseph G. Pyle spoke on THE JAMES JEROME HILL REFERENCE LIBRARY at St. Paul, Minn. The library was opened to public use December 20, 1921, and is the realization of the plans of the late James J. Hill. He provided a library building, and an endowment for its permanent maintenance was provided by his family. Desiring to serve the largest public, Mr. Hill determined that his library should include reference works on every subject except medicine and law. He directed that only a limited number of the latest and most authoritative works on each subject should be included in the collection. Superseded books are to be thrown away. The library especially regards the Northwest as its field and with its liberal policy of inter-library loans it hopes to be of great service. The present collection, although small, represents the same kind and form of selective authority that is represented by the articles in our great encyclopedias.

W. W. Bishop spoke on PREPARING FOR A BOOK BUYING TRIP IN EUROPE.

Preliminary correspondence with the li-

brary's recognized agents will secure their co-operation. Procure from them a general authorization to the dealers throughout the country, guaranteeing the payment of your purchases shipped to them. This will cost 10 per cent for handling but is worth it. Take detailed record of holdings and desiderata in fields you are purchasing. Many titles can be carried in small space by arranging titles on typewritten cards in 3 columns and reducing by photostat. In this manner 4000 titles were arranged in a small space. Copies were sent to Leipzig and Paris in case original list was lost. Provide margins on lists of desiderata for notations. If properly prepared, purchases can be made to great advantage in Europe.

The following paper was presented:

THE UNIVERSITY LIBRARIAN: HIS PREPARATION, POSITION AND RELATION TO THE ACADEMIC DEPARTMENT OF THE UNIVERSITY

BY EDITH M. COULTER, *Reference Librarian, University of California*

Sir William Osler in his address¹ on "The Library School in the College" remarked that "the British Museum and Bodley are themselves universities as great as Oxford and Cambridge and the London Library possibly helps the education of more people than London University." It is a commonplace that the library is the heart of the university, or that the university could not exist without the library. Librarians glow with pride when they hear the institutions with which they are identified so lauded, but they are also moved to wonder that if all this be true why they are not, as librarians, the leaders in their institutions. You will agree with me that, with a few exceptions, such is not the case. Does the fault lie with the librarians or with the universities?

In this consideration of the position of the librarian in American universities, I refer not only to the chief librarian, but to all professional librarians on the staff, and more

especially to the university librarian of the future.

The chief librarian in the majority of our larger universities is a member of the faculty and as such has a seat and vote with the academic senate or similar body. In fewer cases the assistant librarian has the same status. In still fewer instances heads of departments have like honor. But with his seat and vote with the faculty the librarian frequently does not have other privileges; namely, the long vacation and the extended leave of absence. University librarians as a group have not had the time to carry on advanced study, and in a university one is judged by the results of study. Original contributions to knowledge cannot be made at the end of a seven or eight hour day, or a forty-eight week year. Successful administration of a large library or of a department in a library may be appreciated and even commended by the faculty, but I think I am fair in saying that the librarian is not considered a scholar or as one who is contributing to the educational program of the university.

The great cry in the university today is for productive scholarship and the librarian is judged by the same standard as the teacher. The case of a young man, an assistant professor, came to my attention. He was, in addition to his academic duties in a western institution, given the deanship of the summer session. The administrative work connected with this office occupied all of his time not given to his classes during the spring semester and his entire time during the vacation period. He was exceedingly successful as an administrator, but was not promoted with his colleagues. On requesting an explanation he was told by the president that his administrative work counted for little, and that promotion was based on the results of research. He resigned his deanship and is now a full professor.

If I read tendencies aright in our universities the demand for research will not lessen. I further see the increased interest in bibliography, which is the parent of research. Bibliographies can be compiled more readily by bibliographers and librarians than by the chemist, the botanist or the economist.

¹An address at the opening of the Summer School of Library Service, Aberystwyth, July 31, 1917. In *Library association's record*, August to September, 1917.

They are now being compiled by members of our faculties and advanced students, who come to the librarian for assistance in the location of material, and who frankly admit that they are totally ignorant of bibliographic law. It is my plea that in future librarians compile the bibliographies and if necessary go to the specialist for advice as to the inclusion of certain items.

There is in addition the urgent need for bibliographic instruction to students in the universities. This work I am convinced should be offered by the library staff. We know that our faculties are not giving the instruction as it should be given. I do not refer here to elementary courses on how to use the library, which should be given in preparatory schools, but to more advanced courses on the use of important reference books, and finally, to courses in general bibliography offered to seniors and to first year graduate students, who plan to take higher degrees. The finer points in a particular field may be left to the instructor in that field, but our research students are woefully lacking in general bibliographic background, which librarians are qualified to give. Are librarians giving such courses, and if not, are they endeavoring to initiate them? Few committees on courses in our universities could indefinitely fail to see the value of bibliographic instruction given by the bibliographers.

A program, consisting of bibliographic contributions to knowledge and instruction to students in general bibliography would place the university librarian in the position he merits and would greatly add to the equipment of the research student. To me it is not so much a question of academic rank for librarians as the recognition of equality with the faculty that we must have in order to render the greatest service to our institutions. Thus far few of us have been able to impress the university with our ability to do other than administrative and routine duties, nor have we been able to show by published work that we are fitted by training and experience to build up and make known the collections in our libraries, and to take a direct part in the education of the student.

Granted that librarians are not occupying

the position they should in our institutions of higher learning, how may present conditions be improved? It is my belief that they may be improved in three ways:

First, the standardization of our professional schools. At present in the United States to have had library school training may mean that one is a graduate of a high school with one year at a library school; or that one has had three years of college and one year of library school training, or that one is a college graduate with one year in a library school, or a college graduate with two years in a library school. There is also lack of uniformity in the granting of library school degrees. The degree of Bachelor of Library Science is granted at certain schools on the completion of a two year graduate course, at another school for a one year graduate course. Schools should be standardized and uniform and appropriate degrees granted. Library schools have been unfortunate in adopting the designation "Bachelor of Library Science." In academic circles the Bachelor's degree is associated with the completion of undergraduate study. I am aware that certain professional schools grant the Bachelor as the first professional degree; namely, Law, but I note the tendency to discontinue this as a professional degree. I should like to see library schools drop the designations for academic and research degrees; *i. e.* Bachelor, Master, Doctor of Philosophy, and adopt a professional degree, for we make no claim to research in our one and two year courses. A certificate might well be granted for the one year course and a professional degree, L. S., on completion of the two year course. It would seem to be in accordance with university policy to give a certificate for the first year of professional work. University authorities apparently feel that a profession cannot be acquired in one year.

Furthermore, library schools should be connected with institutions of higher learning. There is at present an encouraging tendency in this direction. The newer schools of librarianship are connected with state universities, and it would seem a great advance if the present schools now under the administration of public libraries would affiliate with colleges and universities. In my opinion to

have all professional training connected with recognized universities, together with the granting of uniform professional degrees would do more than anything else to make the library profession comparable to engineering, law, or medicine.

I further believe that there is need for one library school in the United States which would offer an advanced course leading to a higher professional degree, a degree equivalent to the Doctor of Philosophy. University librarians and instructors in our library schools should be holders of such an advanced degree. It is certain that if our library schools connected with universities are to hold their place with other technical and professional schools, the instructors must hold a degree higher than that granted to graduates of the school.

Universities are requiring the degree of Doctor of Philosophy, or its equivalent, for appointment to instructorships. Consequently pressure is being brought to bear upon library school instructors to work for a Ph. D. degree, which will take three years in addition to two already spent in getting the professional degree. We cannot hope to find many who can give five years after the A.B. for this preparation and these few would, I fear, turn to teaching the subject in which the later degree was taken and would be lost to the library profession.

The university librarian must perforce be a scholar. The idea is not new. We read that under the Ptolemies the head librarian held the highest post within the ancient university,* and in our own day we find the late President Gilman of Johns Hopkins University, summing up the qualifications of the university librarian in these words: "The principal librarian should be a man of wide knowledge...his office should rank with that of the professor . . . He will be the better administrator if he cultivate his own special branch of study, for thus he will have a sympathetic relation with other investigators, and he will be the better investigator if he also is a teacher. The profession of librarian should be distinctly recognized. Men and women should be encouraged to enter it,

should be trained to discharge its duties, and should be rewarded, promoted, and honored in proportion to the service they render."†

The prospective university librarian will be a college and library school graduate. He will have the option of taking this higher professional degree at once, or after gaining experience in the capacity of assistant. We have all regretted instances when men from other professions have been called to fill the position of university librarian.

I firmly believe that if library schools or a library school offered a program leading to a higher research degree, that this degree would in time be recognized as the accepted requirement for the position of university librarian. Until such time I see nothing for the ambitious university librarian of the future but the extra years of study for the Ph.D. It is true that without either the higher academic or the higher professional degree he will be handicapped throughout his professional life and consequently will not perform his greatest service.

The second step that would improve the position of the university librarian would be raising the requirements for appointment to positions in the university libraries. The low salaries offered in many college and university libraries have resulted in their securing the mediocre rather than the most brilliant graduates of our library schools. One is amazed to find many on the staffs of college libraries who are not even college graduates. Requirements for appointment should be as high as are those for the teaching staff. If the university has a ruling on the requirements for appointment of instructors, there should be an equivalent requirement for appointment to the library staff. So long as libraries appoint a needy student or a professor's widow without qualifications, just so long do they keep back those on the staff who are capable of advancement.

Equally important would be the reclassification of the present staff. There should be a well defined division between the clerical and professional assistants. Those who perform the mechanical and routine work of

†Gilman D. C., *University libraries, an address at the opening of the Sage Library of Cornell University, October 7, 1891. In his University problems in the United States, 1898, pp. 245-255.*

*Cruterril, C. T., *History of Roman literature*, 1897, p. 215.

the library should be placed on the clerical roll. Such a reclassification is in the interest of economy and efficiency. Why waste the time of the catalogers in typing innumerable cards and why attempt to teach the assistant, who is lacking in educational background, to assign subject headings in Egyptology? The requirement for admission to the professional group should be a university education and a library school degree, combined with scholarly interests and willingness to continue study.

Several years ago a grouping of the staff into professional and clerical assistants was put into effect at the University of California. The minimum requirement for the junior assistant, the lowest grade in the professional group, was a university degree and library school training. All others were called clerical assistants and were not considered candidates for promotion to the professional roll. As a result of this reclassification, all those in the professional group have been placed on the same salary basis as the corresponding grades in the instructional staff. The librarian receives the salary of a full professor, the associate librarian that of an associate professor, heads of departments that of assistant professor, senior assistants that of instructor, and junior assistants that of assistant.

Promotion from one grade to another should be based on meritorious and scholarly work as is the rule in the teaching staff. The mere meeting of one's classes from day to day is not considered a reason for promotion, nor should be the mere performance of routine work in the library.

University library executives may say that with the present scarcity of librarians standards cannot be raised, that positions will remain unfilled. If the positions are made desirable and it is held an honor to be appointed to the staff of a university library, there will be those in the profession who will seek these positions and others with scholarly tastes in choosing a profession will be promoted to qualify for such positions.

Third, the librarian can individually aid in elevating his position in the university and in the profession by study and research. I see much to be gained by each member of the staff taking some subject for his spe-

cialty. He should be familiar with books on his subject and know what the library needs to complete the collection. This assistant would be of immeasurable value to the order department in suggesting desiderata, and to the reference department in supplying information. This is especially desirable in a subject which does not fall under any department of instruction, or in departments of instruction in which from year to year there has been no attempt on the part of the faculty to build up the library collection. The assistant should be encouraged to publish bibliographies and studies that grow out of his researches. The assistant who does such a piece of work should receive the credit. I have in mind certain university library publications, that have appeared under the name of the library with no mention of those who made the work possible.

There may be another member of the staff who wishes to continue university study. For him the opportunity is at hand. He can register in the graduate school and take a course a year in a department in which he wishes to specialize. His increased value to the library through his broader scholarship should warrant the university granting him the time to attend the seminar or if not, at least the privilege of making up the time outside the regular schedule. There should be greater liberality in granting leaves of absence to pursue a definite piece of work or to take an advanced degree. The loss occasioned the library by his absence would be more than repaid by his increased value.

Anyone interested in administrative work should be permitted to arrange with another library for an exchange of position. A plan of exchange could be worked out between institutions of similar size and between assistants with similar qualifications and experience.

In short the situation is this. University librarians are judged by the same standards as university instructors. Therefore university librarians must have an equivalent education, represented by a degree recognized as the equivalent to the Ph.D. degree. With our professional schools as they are now constituted it is impossible to obtain this

equivalent. Hence we are not in a position to demand privileges accorded the faculty.

I see nothing for those now holding university library positions but to strive for opportunities for advancement in their respective institutions. It is for us who know the difficulties to outline a program whereby the university librarian of the future will not be hampered by present conditions. I therefore recommend to the College and Reference Section the following objectives for definite accomplishment:

First.—The presentation to the Association of American Library Schools of the need for standardization of courses and uniformity of degrees in our library schools.

Second.—A survey of universities with the view of determining (a) the status of university librarians, (b) the most advantageous location for a School of Advanced Librarianship.

Third.—The publication of the results of the survey.

I hope that the idea of such a program may commend itself to the members of this section and that a committee may be appointed at this meeting to carry out the foregoing recommendations.

The above resolutions were approved.

Second Session

The section reconvened on Friday morning.

E. A. Henry of the University of Chicago spoke on RENTAL COLLECTIONS FOR STUDENTS. In order to care for the large use of reserve books extra copies were purchased and rented to the students.

1. Sets of books in use in course rented for entire quarter, the charge was about $\frac{1}{2}$ cost of books.

2. Single volumes rented for the quarter, e. g. dictionaries and source books.

3. Books loaned at rate of three cents a day, mainly literature. The minimum charge is ten cents.

The scheme has worked well and bids fair to pay for itself. Care must be taken not to order too many sets for courses where the books are likely to be changed nor for courses which are not given twice a year.

Earl Manchester discussed the subject, stating that the books were very useful for loans in extension work and the student acquired more from his required reading if the book was at hand at most convenient seasons.

The nominating committee consisting of Earl Manchester and F. L. D. Goodrich presented the name of Willard Austen of Cornell University as the third member. The other members of the Committee are William E. Henry, University of Washington, and E. D. Tweedell of The John Crerar Library.

Discussion of the matter of academic rank for librarians and assistants was resumed and Mr. Keogh, Mr. Walter and Miss Jones (Ohio State) discussed the matter from various points of view, the general consensus of opinion being that at present circumstances vary so at individual institutions that efforts along this line must be largely individual.

The following resolution was moved and carried:

That the executive committee of the College and Reference Section be requested:

1. To take immediate action in suggesting to the executive board of the Commonwealth Fund the opportunity for and desirability of a survey of the question of academic rank of librarians and members of the library staff (of professional grade) in college and university libraries.

2. To bring the matter to the attention of the Association of American Library Schools at their session on June 30, 1922.

EDWARD D. TWEDELL.

COUNTY LIBRARIES ROUND TABLE

An informal round table discussion of some of the problems of the county library was held in the auditorium of the Scripps Branch Library on Wednesday evening, June 28. Corinne Metz of the Allen County Library, Fort Wayne, Indiana, presided.

The problems of when and where in the county to establish stations, and where to

give the larger service through the establishment of reading rooms; and the advisability of the payment of custodians, with the basis of remuneration, developed spirited discussions, and emphasized the variety of conditions under which the county librarians are working.

It was recommended that a similar in-

formal round table be planned for county librarians at the next A.L.A. conference and that Miss Metz act as chairman.

The headquarters of the Wayne County Library, located in the Scripps Branch, were visited following the meeting.

HARRIET C. LONG.

HOSPITAL LIBRARIES ROUND TABLE

The round tables for the discussion of hospital library problems were held Tuesday evening, June 27, and Wednesday afternoon, June 28. The meeting June 27 was conducted by Caroline Webster of the Library Sub-Branch, U. S. Veterans' Bureau, and was given over to an informal discussion of the problems arising in hospital work when the libraries are administered as a part of the public library system.

Representatives from the libraries at Detroit, Chicago, Cleveland, Pittsburgh, Evansville, Sioux City, all spoke with enthusiasm of the work in hospitals. Clarence W. Sumner of Sioux City, who is probably one of the most enthusiastic believers in the possibilities in this branch of the service, assured his hearers that it was always possible to get a fine response to request for funds for this branch of library work. He has two assistants giving full time to hospital work.

The meeting Wednesday afternoon, June 28, was conducted by Miriam E. Carey, chairman of the A.L.A. Committee on Institutional Libraries. Caroline Webster of the Veterans' Bureau was the first speaker, giving a brief account of the library work carried on for ex-service men during the past year.

Dr. C. H. Lavinder, assistant surgeon general of the U. S. Public Health Service, before reading his paper on HOSPITAL LIBRARY SERVICE, said that if evidence was needed of the place that libraries are taking in hospital administration this evidence was given by the fact that a busy doctor, the doctor responsible for appearing before committees of Congress to answer questions concerning the administration of hospitals during the coming year, would drop all of his work at the beginning of the fiscal year and go hundreds of miles to speak to librarians on the value of library work.

HOSPITAL LIBRARY SERVICE

By C. H. LAVINDER, *Assistant Surgeon General, U. S. Public Health Service*

As most of you are aware, the Public Health Service for the past three years has been furnishing medical care and treatment to veterans of the World War and in the discharge of this responsibility built up a large hospital system. These veterans' hospitals more or less recently, under an order of the President, and in accordance with law, were transferred to the newly created U. S. Veterans' Bureau for future operation. This transfer definitely terminated all responsibility of the Public Health Service in connection with the operation of hospitals for the care of veterans of the World War.

During the three years in which this Service was engaged in this work it built up a large system of hospitals in which there were treated a total of about 275,000 veterans of the World War to whom were given about 14,500,000 hospital relief days.

While the activities of the Public Health Service with regard to the medical care and treatment of veterans terminated with the transfer of these hospitals, there still remain under the control of the Public Health Service 24 operating hospitals. These are known as marine hospitals and will continue to operate under the Public Health Service as they have done for many years past.

These hospitals are all general hospitals with the exception of three. One is a leper home, one is a hospital devoted to the care of immigrants and one is a tuberculosis sanatorium. Most of them are located on the coasts and navigable streams of the United States.

During the past fiscal year the Public Health Service cared for in these hospitals and its relief stations a total of about 106,-

000 patients, of whom about 45,000 were treated in hospital. To these were given approximately 1,200,000 hospital relief days. This work is increasing rather than diminishing. The Public Health Service, therefore, continues to carry a hospital responsibility of considerable magnitude.

This Service, under these circumstances, is of course very keenly interested in modern hospital development of every kind. The tendency of modern medicine toward elaborate specialization, intricate refinement of diagnosis and the inauguration of new activities of various kinds is a matter for serious consideration.

Every practical hospital administrator must view with some uneasiness the continually increasing demands of this character which are made upon hospitals. The cost of hospital medical care and treatment is steadily rising and it has now reached the point where ward accommodation in a hospital which supplies adequate care and treatment, costs from \$4.00 to \$5.00 per day, and yet the demands for further developments and larger costs still continue.

The modern hospital assumes, of necessity, a very much larger responsibility than formerly in the care and treatment of its patients and undertakes to supply these patients with many things which, until recently, were not regarded as a necessary part of hospital care and treatment. Under these circumstances careful discretion is required as to the adoption of new things or the perpetuation of many which have already been started.

The war was responsible for the birth of some new ideas, and for the rapid extension of many others. Some of these must, of necessity, be eliminated. Others are too good to let go. The idea of a hospital library service was not born during the war, but undoubtedly its development was hastened very much in the hospitals operated for the sick and wounded during that struggle.

My experience is exclusively in governmental hospitals, and there are certain very striking differences between governmental hospitals and civilian hospitals, which it is unnecessary at this time to discuss. The inauguration of a library service in the hospitals under the control and operation of the

Public Health Service was begun and continued for many months under the direction of the American Library Association. This organization, as a continuation of its war work, undertook the organization and administration of a hospital library service throughout the system of hospitals operated by the Public Health Service.

With the depletion of its funds which could be devoted to this purpose, the work was supported for a time by the American Red Cross and ultimately was transferred to the Public Health Service as an official activity. This transfer was made possible largely by the interest of the representatives of the American Library Association, through whom there was inserted into an appropriation bill \$100,000 for the purchase of books and periodicals for the veterans under treatment in hospital.

The library service carried on in our hospitals under the direction of a representative of the American Library Association has given an excellent experience on which to base judgment as to the value of such a service in a modern hospital, and has offered opportunity for constructive criticism and perhaps for future developments of an important character.

It is not my purpose to discuss at any length the question of the organization and operation of a hospital library service, nor to put in figures the volume of work which has been done. I am interested rather in the results as they have affected the condition of patients and the administration of hospitals.

It might, however, be mentioned as of interest that at the high tide of this work there were employed some 30-odd librarians of various grades, with a total pay roll of about \$50,000 a year, and there was expended during the year about \$65,000 for books and periodicals.

I would offer some comment from my own experience as to certain features which have impressed me in a hospital library service. In the first place, I have felt that the operation of a service of this character in a governmental hospital might perhaps best be done by some reliable outside agency working in co-operation with official authorities,—just such an arrangement as did exist originally

in our hospitals under the direction of the American Library Association. This has appeared to me to give flexibility to a service which is difficult to operate without a certain degree of flexibility, and to supply a need by no means easy to meet in official hospitals operated under the rigidities of law, regulation and official procedure. Such an arrangement while perhaps desirable is by no means necessary. I am convinced that a successful hospital library service can be operated under official direction.

Another point of importance is the support of the superintendent or the medical officer in charge of the hospital. I would emphasize that for success this support must be both hearty and sympathetic. Nothing contributes more to the success of a real library service than a medical officer in charge who has comprehension and sympathy.

In any organization the proper co-ordination of different activities and co-operation on the part of the personnel of the different units is a matter of essential importance. There is, however, no single activity of a hospital which requires of its personnel such a hearty spirit of co-operation as a hospital library service. Above all other things the personnel engaged in this service must be adjustable and tactful. It must never be forgotten that the complex organization of a modern hospital is a sensitive thing which can be easily disturbed.

A hospital library service is an activity which lies outside of strictly professional activities and therefore must of necessity take a more or less secondary place, and yet be in position to take advantage of every opportunity in order to discharge its duty. This requires on the part of those engaged in this work a mental attitude characterized by a comprehension of the relative values of various activities in modern hospital practice and a co-operative spirit which permits adjustments wherever they may be necessary. Any personnel engaged in work of this character should give this particular feature serious consideration. It cannot be neglected.

A hospital library service, like any other activity, needs, of course, to be guided and directed by persons competent to do so. Inspections from time to time by trained super-

visors, especially in the management of a system of hospitals, seems to me necessary. An organization which comprehends traveling inspectors or supervisors to make periodic visits to each hospital for the purpose of looking over the hospital library service is just as essential as it is in any other department of hospital endeavor, if one would maintain proper standards and a good service.

The status of librarians and their compensation is a matter of importance. From my own experience it has been by no means easy to convince superior authority on these points. It is the desire and the purpose of librarians engaged in this work to establish a very definite status and to ask a compensation sufficiently large to permit the employment of high grade personnel and to place such personnel on a basis entirely comparable with other personnel in the hospital of similar proficiency. It will be the part of the librarians themselves to struggle for these things and in doing so they must of necessity more or less educate everyone as to the nature and importance of a hospital library service.

Perhaps it may be unnecessary to comment on the rather obvious fact that a library service should take into consideration the character of hospital in which it operates. The Public Health Service has divided its hospitals generally into three groups, those for mental and nervous disorders, those for tuberculosis of the lungs and those for general medical and surgical disorders.

Each of these types of hospitals will require a rather different character of hospital library service. Such a thing is obvious and yet is so obvious as to be overlooked unless care is exercised. The subject is rather broad for any detailed comment, but the psychology of different classes of patients must be taken into consideration, and the relative length of stay in hospital is also a matter of importance. For example, the psychology of the tuberculous patient is rather characteristic and his stay in hospital is likely to be prolonged. This would mean the selection of literature conformable to such facts. Many factors of this kind must, of necessity, influence not only the selection of books, but also the personnel and the

general arrangements for the service. Hospitals will require in this regard a certain amount of individual study on the part of competent persons and the adjustment of the service to meet the needs. I know of nothing which less permits of a formal, rigid organization and administration than a hospital library service.

While librarians are, of course, not charged with any responsibility regarding the operative costs of a hospital, yet they should ever have in mind that hospital administrators under whom they work must always expend time and thought upon the per diem cost of the hospital concerned. It may be safely held that all good hospital administrators will require that the service rendered shall be reasonable in its cost. Hospitals are rated in their expenditures on the cost per day per patient. To add to the activities of a hospital is, therefore, to raise this cost and since every good hospital administrator is jealous of his record in this regard, it behooves hospital librarians always to keep under consideration the cost of their service. By this it will ultimately be judged.

All hospitals, of course, are supplied with a medical library including both books and medical magazines. In any well regulated hospital this is a very essential part of the hospital's activities. Such a library is not always large enough to justify the expenditure necessary to employ personnel for its care and upkeep, and yet without some trained personnel such libraries are inefficient, degenerate and do not serve the purpose.

Personally, I can see no reason whatever why the librarian in charge of the hospital service should not likewise be charged with the strictly professional library service as well. This would help to enlist more readily, in my opinion, the sympathetic support of the medical staff, would place the hospital librarian in a position of more importance and at the same time would tend to reduce cost in personnel. I would urge all librarians engaged in a hospital library service to make a special effort to take charge also of the medical library in the hospital in which they are engaged and render in that library good service. I believe this would be wise from every standpoint.

I need not stop, before this audience, to say much about the difference between a collection of books and a library service. To all of you this distinction carries a very evident difference, but I can assure you that my experience teaches me that many men engaged in hospital work have been unable to see the difference which lies in such a distinction. It is a part of your problem to educate people and to show them wherein this difference lies. These and other matters will require effort on your part because progress will not be made unless you take pains also to educate. By this I do not mean to say that the value of a hospital library service has not been demonstrated. On the contrary, I feel amply satisfied that the modern hospital will be compelled to adopt a hospital library service as one of its essential activities. In other words, this idea has been firmly established but it has by no means been developed and this development will, of necessity, lie largely with the librarians engaged in this work.

I would also point out that the trend of this development and the extent of the same will largely depend upon the personnel now engaged in this work. It is one of their important duties, in my judgment, to see that this development takes place along proper lines and is not marred by tendencies which are unwise.

As to the results achieved by a hospital library service it is unfortunate that a statement of the results obtained in a service of this character cannot be made in exact terms. Such a service does not readily lend itself to a statistical explanation of its results. This is unfortunate because when one seeks to obtain funds for this purpose one is always met with the inquiry as to what has been accomplished. To those engaged in the work the results are obvious, but to attempt to place before an uninterested and unsympathetic individual such results is by no means easy. The things achieved are not such tangible things as can be weighed, measured or estimated in columns of figures and yet they have a value none the less important.

The establishment of a hospital library service gives, of course, a great deal of pleasure to a great many people who are confined

to the walls of a hospital, idle, always uncomfortable, frequently in pain and earnestly desiring some relief from the tedium of existence. To those who have a love of reading, books and magazines are, of course, an unbounded pleasure. To those who have not such a natural love, they may not make such a strong appeal, but when offered a selection of books and reading matter these can be also reached and their love of reading can perhaps be stimulated.

Along with this there goes the opportunity for education. It cannot be doubted that patients are receptive. The testimony of librarians is unanimous as to the demand for something more than light fiction. One who is unfamiliar with this work always expresses surprise at the character of the demands made and the class of literature so frequently requested. A look over the titles in the libraries of the hospitals which have been operated by this service is in itself sufficient enlightenment upon this point.

I do not stop to comment on the educational value of such reading when considered in connection with such activities as occupational therapy and prevocational training. Opportunity for reading along certain definite lines with the idea of making use of the information thus acquired in the training of the patient and ultimately fitting him for some particular field of endeavor is obvious although many practical difficulties in carrying out such a program can be readily appreciated.

One must not overlook the enormous opportunity presented in matters of pleasure and education through a hospital library service. For example: what an opportunity was presented in the hospitals of the Public Health Service during the past three years when about 275,000 veterans passed through these hospitals and spent there a total of about 14,500,000 days. It needs no comment to show what a stupendous opportunity was offered under such circumstances.

The materialistic view which obtained in hospitals not so long ago has given place in modern hospitals to a very different attitude on the part of the professional staff. In modern hospitals the psychology of the patient has become a matter of paramount im-

portance and no modern hospital can afford to neglect this point of view. This, of course, opens up a field of therapy in which a hospital library service must prove beneficial. The dissipation of idleness, the contentment of mind and the assistance in psychological adjustments on the part of the patient are all of prime importance in the matter of his recovery.

A well conducted hospital library service is a therapeutic agent of no mean importance and would be so recognized by any modern medical man. It is an agency which renders great assistance in creating among patients a mental attitude which permits better adjustments to hospital environment, and also helps in the creation of a beneficial atmosphere. It may be said, therefore, that it is a useful adjunct to other remedial measures, assists in hastening convalescence and restoration to health.

A hospital library service is classed as one of the morale agencies of a hospital. I fear that the term morale of late is used very glibly by many of us and has, therefore, not such a definite signification. Nevertheless, to any hospital administrator it means something very material and very necessary to the successful administration of his hospital. It is the unanimous testimony of all that a hospital library service is one of the most important agencies in a modern hospital for the cultivation and the stimulation of the morale, not only of patients but also of the hospital staff. This is a matter of great importance to librarians and should never be lost sight of. Any agency which produces such effects will always receive the sympathetic consideration of any practical hospital administrator and will inevitably contribute more than any other thing to the ultimate success of the hospital.

My purpose in these remarks is not entirely unselfish. Naturally I have a keen interest in retaining with the marine hospitals under my immediate supervision some type of hospital library service. Most of these hospitals are not large and the maintenance of a hospital library service is, therefore, from a financial standpoint, more difficult. Yet in these hospitals we are still able, under the law, to care for veterans of the World War

and have at the present time under treatment several hundred such patients. Our other patients include government employees, seamen of the Merchant Marine, seamen of the U. S. Coast Guard, immigrants and other classes of patients.

The field from the librarian's point of view is an interesting one. Our funds are more or less limited and it is my earnest hope that we may be able still to maintain some connection with the American Library Association and continue a modified hospital library service to meet our needs. This perhaps may be done by making contact with local public libraries and soliciting their assistance.

In conclusion I wish to reiterate that a hospital library service in the system of hospitals which have been operated under the Public Health Service has proven to be an agency of first importance in maintaining the morale of both patients and personnel. All of us have recognized its value. It gives me pleasure to make acknowledgments to the American Library Association for their splendid spirit of co-operation and their most excellent and useful service. We feel peculiarly indebted to the representatives of

this Association with whom we have been in constant contact. Associations with Mr. H. H. B. Meyer and Miss Caroline Webster have been unusually pleasant and the personnel engaged in this service under Miss Webster have shown a commendable devotion to their work, frequently under difficulties. I confess that I have released my relationships to this work and to this personnel with great reluctance. It is my earnest hope that a way may be found still to maintain some connection with an organization which has proven so helpful in the past.

Dr. Lavinder was followed by Mrs. Herbert Gurney of Massachusetts, chairman of the Board of Trustees of the State Hospital at Foxborough. Mrs. Gurney spoke in an unusually delightful and forceful way of the need, not only for books but for library service in a mental hospital. Unfortunately Mrs. Gurney spoke without notes so that it is not possible to give her paper.

The attendance at both of these meetings was large. At the meeting Wednesday afternoon there were between two and three hundred present.

CAROLINE WEBSTER.

LENDING SECTION

First Session

The first session of the Lending Section was called to order at 2:30 p. m., Friday, June 30, by the chairman, John A. Lowe, assistant librarian of the Brooklyn Public Library.

By consent the reading of the minutes was waived. The chairman then appointed the following committee to nominate officers for the Lending Section for 1922-23: Chairman, Jennie M. Flexner, head of circulation department, Louisville Public Library; Waller I. Bullock, head of adult lending department, Carnegie Library of Pittsburgh; Mary A. Batterson, chief of circulation department, Tacoma Public Library.

The first paper, read in the author's absence by Leonore St. John Power of the New York Public Library, was

ESSENTIAL BOOKS OF DRAMA IN THE SCHOOLS

BY MABEL WILLIAMS, *Supervisor of Work with Schools, New York Public Library*

In New York City the amateur stage is a common interest to people engaged in varied activities. The public library has been conscious of this for many years. We never have enough books of plays in our branch libraries. Professionals, settlements, clubs, churches, schools—all want to give plays and are searching for new and original ideas.

In this city there are a number of sources of information for play seekers. The New York Drama League Book Shop is unique in the country. Any play may be purchased there and expert advice obtained. Community Service, Inc., has a drama depart-

ment which issues inexpensive lists of plays for different community groups. They also have mimeographed material for holidays and special occasions. Questions on production may be referred to their drama consultant. I know of no place where such practical advice can be obtained about actual production problems. There are many other organizations such as settlements, dramatic schools, etc. who are encouraging and seeking to improve amateur production.

This year the New York Drama League and the New York Public Library planned to bring these various agencies together for a gala week, from March 25 through April 1.

The exhibition was held on the third floor of the 58th Street Branch Library. This room is used as an office and conference room for the supervisor of work with schools. As teachers form one of the largest groups of people interested in the amateur drama, it was natural that this place should be selected and the teachers especially invited.

The Drama League, through its wide influence in dramatic circles, was able to gather together really worth while exhibits and arrange an enticing program of speakers for every afternoon and evening.

There was a portable stage with modern lighting arrangements; rain, wind and railroad machines and a thunder drum; fifteen simple stage models exhibited in a darkened corner of the room; and an elaborate exhibit of costume materials and costume plates.

Among all these picturesque and spectacular surroundings, the library planned to place a book exhibit that would hold its own. A book committee made up of librarians, teachers, playwrights, producers and members of the New York Drama League, selected the books to be displayed. In addition to their own knowledge, they consulted *Plays for children*, and *Plays for amateurs*, lists compiled for the New York Drama League; lists compiled by Community Service, Inc.; and bibliographies found in numerous books on the drama.

A children's librarian who had been unusually successful with book exhibits took charge of the arrangement. The exhibit was arranged in two wall cases and on three li-

brary tables. The wall cases were designed to attract by the color and interest of their contents.

In the first case were "Suggestions for Costumes from Illustrated Children's Books." Tony Sarg had loaned us Prince Giglio, the hero of the *Rose and the ring*. He drew like a magnetic needle! Below were books on marionettes—Mr. Sarg's, Helen Joseph's—and Swedish and Italian marionette pictures. Then came illustrated editions of *Mother Goose* and illustrated editions of the fairy tales.

The second wall case contained "Suggestions for National Costumes" with each country clearly labelled. Among others were Russian and Swedish picture books, Boutet de Monvel's books, Calthrop's *English costume*, *National costumes of the Slavic peoples*, and McClelland's *Historic dress in America*.

Chairs were placed invitingly near the tables and people would immediately produce note books and pencils and become absorbed in "Books on Production," "Plays for Children," and "Plays for Older Boys and Girls." Every afternoon and evening five librarians volunteered to come and be near the tables to answer questions—and they worked hard!

The program went through without cancelling a single lecture. The audiences were gay, interested and responsive. Each one seemed to have found something that had made his coming worth while. The same people came over and over again. In the midst of the rumbling of the thunder drum, flashing lights and laughing crowds, a library trustee chuckled with joy and said, "It must be so good for you librarians!"

Each speaker drew a special type of audience. Many professionals came to hear Mr. Price of the Display Stage Lighting Company. Children were not admitted, but almost every afternoon an anxious teacher would appear with thirty or more eager-eyed children and beg us to let them stay.

For Tony Sarg we were besieged by Girl Scout leaders. All the girls seemed to be giving marionette shows! That evening was a very delightful one to remember. The room was crowded and Mr. Sarg made us feel the genuine pleasure and joy that he and his

workers find in their marionette studio. When he stood up on a table, taking Prince Giglio, and with a few movements of his hand cast off the spell that had made the Prince so still and lifeless, the audience was perfectly satisfied. The Prince coughed, sneezed, bowed, sat down, walked, and then again the evil spell was upon him, and he was only a lifeless doll.

Did it pay? Some few people who are directly responsible, always have to work very hard to put over such an undertaking. This exhibition was no exception, but there was certainly never better team work and sharing of responsibility in any co-operative undertaking. Each exhibitor assumed entire responsibility, so, except for some simple carpentry, a piano, janitor's fee and publicity, there was no great expense. I feel sure that all the groups that took part have already had results.

From the branch libraries have come reports of interest created by the exhibition. In one district the public school teachers are planning to raise money to place a reference drama collection in the branch library of their own district.

Teachers are asking for round tables and conferences to continue the exchange of experiences. We plan to arrange for something of this kind.

The books exhibited are to be a permanent reference collection at the 58th Street Branch, and already teachers are making use of it. A list called *Books on the drama for schools** has been prepared since the exhibition, and represents what we learned about this subject through contact with many experts. We have not listed every book exhibited, but have tried to bring out those most talked of and appreciated.

Best of all, there is now an understanding and good fellowship between the various organizations who took part which should lead to a better handling of amateur dramatic problems of the future.

A selected bibliography including only the books most talked of and most appreciated

*A limited number of duplicates of this list have been made available through the courtesy of Arthur R. Womrath, Inc., 21 W. 45th St., New York, by whom they will be furnished upon request.

during the exhibition was prepared later and multigraphed copies were distributed at the conclusion of Miss Williams' paper. Some of the titles on this list were discussed briefly, Miss Power singling out a dozen or more for special commendation.

The next paper was

FITTING THE BOOK TO THE READER

By BESSIE H. KELSEY, *Cleveland Public Library*

They say "just a look"
Should give clue to the book
That best fits the reader's desire.

But with us, "the look" is of necessity a glance trained to quick judgments, while the apparently simple matter of following the clue involves forethought, method, and a certain technique. The four elements of importance in fitting the book to the reader we have found to be: Staff, Equipment, Advertising, Joy in service.

Our main library is based upon a division arrangement according to subject,—i.e. fine arts division, literature division, sociology division, etc. Each division approximates a special library, and consists of both reference and circulating material. Our division is known as popular library. We are located at the front of the building, separated from the other divisions by the loan desk, entrance and exit. We are primarily the fiction division, but the domestic science books are included in our collection as well as small and frequently changed groups of non-fiction. We do this partly because of our isolation from the rest of the book collection, and partly for the convenience of borrowers. Many of our readers never go beyond our shelves, and for them these small collections of popular classed books serve as a miniature library, giving them all the non-fiction they ever read. For others, these books serve as an introduction, or a foretaste, enticing them to read more non-fiction. A borrower reads the sign that tells him, "Other books of this sort are to be found" in this or that part of the library, and liking the books he sees before him, he is led to the complete collection. In reciprocation, far down our long main library room, in the technical division, we place a row of "Stories that men like." The

circulation of non-fiction groups from the popular library racks increases in direct proportion to the acquaintance of the staff with these books. An assistant whose reading is not confined to fiction is quick to connect a novel with a play or a good biography.

What I have to say today is based wholly upon our experience in the popular library, and so does not include any remarks for instance, on helping readers with such subjects as drama, history or technical books.

Since our division serves so frequently as a reception room for the library, an especially important factor with us is the personnel of the staff—that first element which we have found needful in fitting the book to the reader. The one in charge studies the staff, placing each where her special talents will be of greatest value. Indispensable general qualifications of the staff member are: a genuine interest in people, a knowledge of fiction, or a willingness to learn, and an agile mind. A certain agility of mind is an advantage when the reader asks for: "What to do when winter comes," or "The gadcat" when *The gadfly* was wanted, saying: "I knew it was some kind of animal." Or, "The man who played second fiddle" (for the *Second violin*) or, "I should like to get *Kidnapped*," to whom the tired assistant made reply: "Sorry, but you can't get *Kidnapped* tonight, there are several ahead of you."

We try to make the most of the individual qualifications of the staff. One has artistic ability, and her posters furnish fresh viewpoints and inspiration in our work. Her free-hand work makes for speed and an abundance of posters.

The assistant with an attractive personality, to whom nothing is too much trouble, is made accessible to the public. Another is our specialist for the disgruntled and blasé borrower.

One member, usually the head, receives the special questions,—those requiring longer or more careful attention, such as club programs, tentative lists for varied needs, etc. (You may be nimbly juggling the tragic and the less austere foreign translations for a program in your largest woman's club when you will be called to the phone to answer the momentous query of your city paper for "The book the flapper considers really

naughty,"—but that is part of the job.)

The younger assistants keep the cogs of the clerical routine running smoothly. Since they are untrained in books, we aim to keep them away from questioning readers, using them for floor work only on busiest days, and when specific titles are given.

To make for greater success in fitting the book to the reader, general and individual qualifications of the staff members are supplemented by careful training. This is done through staff meetings, guidance of the reading of the younger members, and the study of our clientele.

After each round table meeting (at which department heads and branch librarians have reviewed and discussed the new books) we hold an informal meeting of our own staff. We discuss the new fiction which is to be added to the collection, giving a brief summary of the plot, and suggesting the readers to whom the book should appeal.

In guiding the reading of the younger staff members, we have suggested titles of classed books which they would enjoy or should read, and they choose books for review. The response has been gratifying in personal growth, and in the increased value of their services to the library.

Studying people is one of the most interesting parts of our work. We must know the reader if we are to put the right book into his hand. The book card, or postal reservation enables us to learn his name, and with practice, we develop skill in drawing him out to learn something of his likes and dislikes. We find ourselves making rapid judgments of personality, as when a borrower says: "I want something deep like Oppenheim," or "Give me something like *If winter comes*, or *The brimming cup*." He may be "easy to fit" as the man who said: "Please show me where the detective stories are,—I'm a bloodthirsty man," or bewildered and floundering, as in "Would *Main street* help me in city planning?" or pleased with his last book from your hand, as the one who said: "I tank you, lady, for calling my attention to that Christopher fellow (Morley). I think I buy him. He don't write silly love stuff."

Having a staff individually qualified to

place the right book in the hands of the reader, the equipment we use in helping them to give service, and one that is a most valuable aid, is a subject index for fiction. This is an informal card catalog, compiled by members by our division staff, in which is listed every conceivable kind of fiction request. If a call cannot be filled by the aid of this index, we make note of the call, and supply the lack. For example, a request came the other day for "nature" brought out in fiction. We had country, out-of-doors, and camp life, but nature was not there. Through inquiry among our staff, we soon had a list of thirty titles for the file, ready to give other readers of similar bent. A few of the types of subjects that have been much used are: Salesmanship in fiction, movie titles changed from those of the books dramatized, psychological novels, stories with distinctive style, Christian Science novels, legal stories, social settlement stories, nurses in fiction, etc. This file reminds us that the aspirant for office will be interested in "political stories with mob reaction" as one man phrased it. That the physical director will want Witwer's *Leather pushers*, Skinner's *Big idea*, and Adams' *Wanted, a husband*, for the "keeping fit" idea in each, etc.

The sequel file is a great aid to readers enamored of one author, and desirous of completing his series. The movie portrayal of *Three musketeers* last fall, started a run upon the Dumas series which still continues. That particular series is so confusing with its varied editions, that we have had the series list typed and pasted in the books themselves. One day this fall a young foreign girl would accept no substitutes for the book she wanted, saying she was reading all the books by each author just as they were arranged alphabetically on our shelves. We admired her courage, and congratulated her upon having arrived at "B."

Besides the sequel file, we keep a file of references to book reviews checked from twenty-eight current book reviewing periodicals. This enables the staff to keep a bit ahead of the procession with a public whose appetite for fiction hot from the press is insatiable.

Lists and bibliographies also are a valued part of our equipment. These consist of printed lists from other libraries, and those of our own library compiled for special needs. Lists, printed or mimeographed, we find guide and encourage reading. Distributed about the library, they afford clues to library resources which the reader might not otherwise suspect. They stimulate interest, and frequently save the librarian's time by taking the place of a personal recommendation. Popular lists of fiction this year have been:

One hundred good novels.

Little idylls. (Translated from foreign masters,—a student's list with brief annotations.)

Fiction 1920-1921.

The American novel. (A series by periods, annotated.)

The English novel.

Woman: her job. (The business woman's annotated list.)

South sea tales.

Duplicates of lists made for special purposes are kept in a bibliography file. They help us to new viewpoints, refresh the memory, and enable us to put into the hands of the reader books to meet particular needs. Popular lists of this kind have been: American historical fiction, and reading lists of English and American novels, designed for the person who has been denied a college education.

Occasionally no amount of printed matter will aid us, as for example with an eleventh hour request for the source of the quotation: "Where there is no vision the people perish,"—a club speaker desiring it for an address that night. Our division could not identify the quotation. The S.O.S. call went out, and simultaneously the supervisor of branches and the literature division sent back word: "The vision of Anton the clock-maker, in Dyer's *Richer life*." We can count upon the availability of our entire library staff in time of need, and rejoice in the team work which is at times more valuable than individual brilliancy.

But no matter how complete the equipment of subject indexes, sequel files, lists and bibliographies, and aid from other mem-

bers of the staff, there still remains the necessity for the librarian's own reading, if she is to fit the book to the reader with any degree of skill. We find that first hand information alone engenders enthusiasm and agility in that pet library game of "substitution." It has been claimed that the librarian who reads no longer exists. If she does not, she is in a sorry plight when she is confronted with conundrums such as these: "Find me the story of the island which was haunted by trees." (Blackwood's *The willow*)—"The story of a big forest fire" (Judson's *When the forests are ablaze*)—"What stories written by Cobb are not humorous?"—"Which of Wells' stories are the improbable ones?" "What are the best French translations for the portrayal of peasant life?" An "educational tale" has often proved to be a college story. "A recent book with yellow in it" was *The rider of Golden Bar*. Or the conundrum may be the question of the scatter-brain type of borrower who says: "I want a book by the author who writes for the *Woman's Companion*. No, I don't know the name. Yes, I've read some of the author's books, but don't remember the titles. But just show me some of the pictures, and I'll tell you if that's the one I'm after." (We guessed Kathleen Norris.) Or the question may be an eager student seeking information, and he has confidence in your judgment when he asks: "Whom do you consider the greatest American humorist?"

Our open shelves and many display racks and tables give us good opportunity for advertising,—that third element necessary in fitting the book to the reader. We have found advertising a necessity, because it is physically impossible to give personal attention to every borrower. Also many readers enjoy browsing among the books, and prefer to make their own selection. Then too, our crowded condition makes it desirable to send our readers on their way as soon as possible, so that an arrangement to some degree a "self-serve" is a distinct advantage.

Our aids in getting the right book into the hands of the right person without the medium of personal assistance have been displays, either on tables, or in racks, with posters which follow the advertising laws of:

"attracting favorable attention, arousing interest, creating desire, stimulating favorable action, and making for permanent satisfaction." This last means care that the books accepted are what we claim for them.

Our captions are influenced by public demand, by the books which require advertising, and by timely movements such as humane or clean-up weeks. We seek to avoid both highbrow and undignified phraseology, and place the books *with the poster* so that the reader can easily make his own selection.

Our poster maker does rapid work with free hand drawing, and makes many attractive posters by framing pictures borrowed from the fine arts division, or by cutting out pleasing pictures, adding attractive backgrounds and suitable captions.

Keeping pace with the seasons, spring has suggested:

Lenten reading.

Business stories.

Best sellers of other days.

Read a poem a day.

Our home economics table displays:

Tempting bits for hasty meals.

Freshening up for spring.

The "something different" dish.

Delectable spring desserts.

In hot weather days, our posters will read:

Picnic lunches.

Recipes for hot days.

Frozen desserts and cooling beverages.

When the winds blow cold, we are glad to have:

Stories that cheer.

Tales of valor and romance. (This for historical novels.)

Supernatural and ghost stories.

For the long winter evenings "Some great books of fiction" have called attention to the neglected books which belong to our educational background, the books we use as standards in judging newer books. Then there are: Gloom dispellers, "Type for tired eyes," and "Scenes and settings of the movies." (This display included both classed books and fiction.)

"Books to help you make good in your business" circulates technical books, while the note, "Other books of this sort are at Desk 5," leads the reader to the technology di-

vision. "Travels from an easy chair" stimulates books of that class, and the additional notice, "More of these at Desk 8" locates the travel collection. Similarly, "Some people worth knowing" and "Stories from other countries" are used for our small groups of biography and history.

Our most popular rack this year has been a miscellaneous classed rack for the hurried business man and the impatient club woman under captions such as "Books you ought to read," "Readable books on many subjects," "Books for your hobby," or "Books as interesting as fiction."

Books of fiction on the open shelf display racks have reviews, or even book cover notices pasted within the cover to aid the reader in making his own selection according to his taste. These are clipped from our own printed bulletin, *The Open Shelf*, supplemented by publishers' notices, and are greatly appreciated by the public.

"Ladder lists" pasted in the first book lead the readers from one book to another, as for example: "If you liked this book, read:

Dumas. Three musketeers.

Count of Monte Cristo.

Dana. Two years before the mast.

Franck. Working my way around the world."

Again, "If you liked this book, read:

Cather. Song of the lark.

My Antonia.

Tobenkin. Witte arrives.

Riis. The making of an American."

Or a series of:

Curwood. Nomads of the North.

Wallace. Ungava Bob.

Borup. Tenderfoot with Peary.

Wallace. Lure of the Labrador wild.

Rebound books, whose individuality is lost in the plain library binding are advertised by attractive book jackets on a swinging panel frame device which we call the winged frame. Non-essential parts of the book jacket are cut away, leaving only an attractive picture and an enticing publisher's note which we post beneath the cover. Near at hand stands a table upon which are placed the rebound editions labelled: "Books mentioned on the winged frame." Besides these book covers to stimulate the circulation of older titles,

we advertise timely interests. Spring gardening books were boomed under the caption:

"Mary, Mary, brisk as a fairy,
How are your pinks and peas?"
"With hints that I took
From a library book,
They are flourishing
Fine as you please."

The literature division, anxious to increase the reading of contemporary poetry, has kept one section of the winged frame filled with choice bits of new verse, and with poetry book-covers. "Masters of fiction" has occupied a section, advertised by portraits and fine illustrations borrowed from the fine arts division. Our own printed lists are posted under the captions "Books worth reading," and lists from the bibliographies of other libraries have a section.

A close co-operation with the Cinema Club has been maintained as a phase of community work, so one section of the winged frame is devoted to a list of forthcoming scenarios approved by that body. Illustrations used in the taking of actual films have been posted, and have made that section very popular. The remainder of the frame is devoted to community announcements.

While a competent staff, satisfactory equipment and good advertising are essential in fitting the book to the reader, we have found one more thing needful,—namely, joy in the work. It is the spirit whose presence or absence the public is so quick to sense, and to which it responds for weal or woe. Staff members imbued with that spirit realize in their work a satisfaction not to be found in the salary check, for the joy of service is the greatest reward. It not only makes but keeps friends for the library, and gives us the inspiration needed for successful work.

If, through these various agencies the book has been properly fitted to the reader, we have gained his confidence in a way which is both distracting and appealing. With all the confidence in the world in your spirit of helpfulness and in the resources of the library, he will ask you many and diverse things such as: to give club book talks; or personal recommendations of the books to buy for "her" or for "him" for Christmas, for Jane who is giddy and Grandma who is "getting on"; to suggest books for that five

foot shelf in the new home,—the nucleus of personal culture and of growth. He may have been one of the book hungry little group which congregated about you that day the new books were on display (previous to their circulation) and took notes when you were giving an impromptu résumé of plots to some one person, only to find yourself surrounded by eager listeners and answering a host of unexpected questions.

The confidence of the individual remaining unshaken, soon that large group of individuals known as the community becomes as a country town, knowing the library as an all-wise and unfailing source of information, an ever present friend in times of need. The telephone jingles more and more with S.O.S. calls such as these: "Is buttermilk fat or non-fat? I'm agonizing over reducing." A distracted bride out in the country telephoning long distance wails: "How long should it take jelly to jell? It's been on an hour and a half now. What do you suppose is the matter?" Again: "My memory has played a trick on me. Can you tell me the author and title of a story that runs like this (giving plot). I have a friend who should read that book." A first class hotel in our city specializes in plain salads with fancy names. A hostess bored to extinction with social affairs wants "something different" and phones for the recipe of "hearts of palm salad." "They are serving it at Hotel C. this week" she adds. The bell rings again and this time it is the cold pack method of canning, or "How much sugar must you use in making a spread of berries and pieplant?"

The man who is about to go to California via the Canadian Rocky route phones for the name of a book of fiction which was published about five years ago, which describes the Canadian Rockies beautifully. "I want to read it en route," he adds. Or the call may be from some branch in the system which is relaying an unusual type of question to the main library, or asking for titles or angles of a subject beyond their own resources.

But back of every call is a human need, the meeting of which gives breadth of vision, mental stimulus and heart satisfaction in a profession before which individual and col-

lective human need stands,—a field for social service, "white unto harvest."

Forrest B. Spaulding, Consulting Librarian, Gaylord Brothers, in *ON THE FENCE: SOME OBSERVATIONS THEREFROM* described some of his experiences as a patron of public libraries. Generally, he had found it easy to prove his identity and obtain a library card. He urged the liberal use of signs to enable a reader to find the different classes of books, commended the reserve system as a necessity to the public, "bugbear as it may be to librarians." Inconsistent rules, confusing abbreviations, worn-out dates and stamp pads were vigorously condemned.

A paper was presented on

THE RESERVE BOOK PROBLEM

BY MARGERY DOUD, *Librarian, Buder Branch, St. Louis Public Library*

There was a time when reserves were but a mild detail of the day's routine; no one lost sleep over them, no one asked for a transfer or threatened to resign because of them—but such things are happening now. Requests for a study on reserve books show that they have become a disturbing burden to many.

In attempting to find some general remedy which would prove a reserve cure-all, we sent one of those hated questionnaires to nine large public libraries. The first question was: "What do you do about reserving popular fiction?" We find that Cleveland, Detroit, and St. Louis do reserve it; New York and Philadelphia reserve it in branches but not in the main library; Brooklyn excepts "fiction in the library less than a month, and such copies of popular novels as may be determined by the branch librarian." Seattle reserves one half the number of copies, except in the case of unusual demand, and Chicago and Los Angeles do not reserve it at all.

Most of these libraries reserve all copies of a book, with the exception of pay duplicates, and these are reserved in Brooklyn and Chicago. In regard to the duplication of copies to fill the demand for reserves, all of the libraries consulted show a willingness to order additional volumes in proportion to the

waiting list, but where definite figures are given, the ratio varies. Detroit buys 1 additional copy for every 3 reserves, if the book is worthy; Philadelphia, 1 for every 4, if not too expensive; St. Louis and Seattle, 1 for every 6 non-fiction and 1 for every 10 fiction; Brooklyn buys 1 for every 10, and New York "likes to get 1 for every 10 or 15 reserves but financial stringency makes it impossible."

To the question: "Do you refuse to take reserves when you have bought as many copies as you can afford and could not fill further requests without a long wait?" all except one answer "No." Detroit courageously says, "Yes, we have recently begun this practice."

There is a general custom of notifying the patron if the book is not available, or if a copy has been reordered. For this purpose Chicago has a time saving postal listing five different reasons for not supplying the book, with small squares opposite for checking that reason which applies.

It is almost impossible to go far into the technique of the individual reserve systems, as it involves individual differences in the libraries themselves. A few significant facts, however, are worth remembering. For instance, Brooklyn takes no reserve for a book not in the branch or ready for circulation, but if a branch's own copy is not available it will borrow from another to fill the request. Brooklyn also has a special postal refusing a renewal on a book clipped for reserve, but allowing 3 days without fines for its return. Chicago excludes from reserve not only all seven-day fiction, but all open shelf fiction as well, basing its reserve system on stack copies only. There are as many (or more) copies of a title in the stack as there are on the open shelves. In St. Louis Mrs. McNiece and Mr. Parker have together invented a non-slip reserve clip—a strip of paper one inch wide and 7 inches long which is folded around the book card, and held in place by a glue tipped end. In St. Louis, at the top of the dating slip in popular books of non-fiction, the reserve assistant pastes a label, originating with the Library Association of Portland and printed by the Democrat Printing Company, which says, "Be considerate, don't block

the book traffic! We do not want to hurry you, but remember, there are many other joint owners of this book and somebody is waiting for it this minute. The unread library book on your table is doing you no good and is preventing the other fellow from getting his share. Return this book on time." Springfield, Massachusetts, has a courteously worded bookmark asking for the prompt return of the book, but this is more expensive than the label, as more bookmarks are required. Seattle allows only 4 reserves to be left at one time by one person and does not reserve periodicals except back numbers at branches.

All nine libraries agree that the reserving of books consumes much time. As a daily average Brooklyn receives 127 reserve requests from 31 branches and 3 stations. At the main library alone, Cleveland's average is 70 and that of Los Angeles 75. In New York central circulation, 15 hours a day are required for an average reserve list of 85 books. In the main library of Philadelphia, one full time assistant is needed for 36 daily reserves. In Chicago, with an average of 100-125 reserves at the main library, half time of 5 assistants is required. This would seem a better plan than having 2 or 3 full time assistants, as there is less chance of missing a book in transit with five persons on the hunt for it at once. At present St. Louis in the central library can spare but four hours a day for reserves which average 40, and the time is totally inadequate. In Seattle, 43 hours weekly are used for reserves with an average of 68 a day at the main library.

The charge for reserving books varies. Chicago, Philadelphia and St. Louis charge 1c; Cleveland is about to increase to 2c which is the cost in Detroit and New York and also in Los Angeles for fourteen-day fiction (10c is charged there for fourteen-day non-fiction). In the New York branches a "call reserve" is free, the borrower being expected to call each day to see if the book is in. Brooklyn and Seattle charge 5c, but in Seattle branches, reserves are taken without charge for persons who can be reached by telephone.

With these various practices as precedents,

several methods of relief from the reserve affliction become obvious. First it is necessary to decide just what a reserve system is intended to accomplish. Surely in the beginning it was meant to relieve the anguish of that serious reader who, in making a study of some certain subject, was told over and over that the book he needed most was "out." That book may have been lost, or in the bindery, or out of place on the shelves, or merely being read by some one else—but the reserve was the only recourse. A reserve system is justified by this type of need which, unfortunately, has been overshadowed by a volume of unimportant ones, mainly multiplied requests for best sellers, and current periodicals. Even if there existed a library with Elysian conditions which admitted of excellently trained assistants in great numbers, it is a question whether it would be wise to continue the reserve system as it exists now in many places. Library assistants are scarce, good library assistants are scarcer, but were this not true, there is better use to be made of their talents than the constant setting aside of certain ephemeral works for the delectation of those who pay the price (one penny!) with a careless and fine abandon.

There are those who say it is unfair to exempt fiction from reserve, but the unfairness of refusing to reserve it for one person is more than balanced by the fairness of allowing one additional person to read a book during the two or three days it would be standing unread on the reserve shelf waiting to be called for! If a copy of *Main Street*, for instance, were reserved steadily for one year, the accumulated time it would be unread would amount to three or four months. If we grant that the reserve system should primarily serve those readers who desire some particular volume for a fairly serious purpose, then, by excluding 7-day fiction and current periodicals, we gain two things: first, the almost double turnover of popular fiction and magazines when they are most in demand, and second, more time for the reserve assistant to fill the requests which are of greater importance. It is far better to limit the reserves and give accurate and speedy service than to allow them to grow to

proportions which only increase dissatisfied patrons who are kept waiting too long a time.

Fairness has again been mentioned when the question of an increased charge has been discussed. There are always kind hearted persons who rebel at the idea of raising the price "because it is discriminating against the poor." Theoretically that may be so, but actually, when one thinks of the readers who reserve books regularly in a large main library, there are few or almost none of those whom we charitably enjoy calling "the poor." The very poor, in fact, those to whom three or four cents would make a vital difference, belong to that group of readers who use and enjoy the library quietly, and who seldom think of asking for anything as much in the line of a special favor as a reserve. They are the very ones who would benefit by a charge high enough to cut down unnecessary reserves, which would result in a few of the popular books occasionally finding their way to the shelves accessible to the general public.

When Seattle increased the reserve charge from one to five cents, the daily reserves decreased from 102-68. The following statement, which Mr. Jennings wrote at that time to the heads of departments in the Seattle Library, touches upon the most important points of the reserve situation:

"The fee of one cent heretofore charged for reservation of a book has paid only the postage—did not even cover the cost of printing the postal card. It has been found that the result of charging so small a fee has been that many reserves have been left by borrowers who did not care enough about the books to come and get them when notified that they were available. In such cases the work of looking them up, going through a tray of 20,000 book slips, reserving, mailing the postal, etc. is lost work.

"It is thought that the new reservation fee of five cents adopted by the Library Board on October 4 will eliminate the reservation of books unless they are really needed and will approximate the cost of the special service.

"The freedom with which books from the cash duplicate collection circulate proves that many persons are willing to pay five cents for

the privilege of keeping a book one week; in the case of books reserved from the regular collection the five-cent reservation fee would enable the borrower to keep the book two weeks and to renew it for another two weeks if no other person was waiting to use it.

"It is thought that the new fee will reduce the number of reserves to the books actually needed by borrowers and that the reduction of books reserved will really make more books available. Under the former system of a one-cent fee many of the most popular books were standing idle on the reserve shelves waiting for borrowers 3 days for every 7 that they were charged out.

"The library is trying to meet the reduction of \$25,000 in its income by measures which will cause the least inconvenience to the public. It is obvious, however, that with a reduced income and a steady increase in the use of the library by the public, it will be impossible to continue the same liberal service that the library has heretofore enjoyed giving."

This statement was written in October, 1921, and in May, 1922, Sarah Virginia Lewis, superintendent of circulation in Seattle writes, "We consider the increase in the fee a success. It has eliminated a large number of reserves and we hope that by the time our budget permits us to return to the one-cent fee, many borrowers will have lost the habit of reserving books just because they happen to be out."

Mr. Jennings refers to the impossibility of continuing the same liberal service with a reduced budget. In most libraries, whether or not there has been an actual decrease in the budget, the effect has been practically the same, due to the lessened value of the dollar and the great increase in the use of the library. A readjustment is bound to come, and the natural course is to eliminate extra work which will be missed the least by library patrons as a whole.

In summing up this problem, there are four suggestions which may prove of benefit to those libraries who feel that their reserves have become an unwieldy burden, yielding insignificant returns for the work involved:

First—Many reserved books are wanted by

a certain date and are of no use to the borrower later. By including on the reserve postal, the sentence "Book not wanted after ——" with a space for the date, the reserve would be automatically cancelled if the book were not available by that time. This would do away with many reserves which stand on the shelves unclaimed.

Second—The exempting of seven-day fiction, pay duplicates and current periodicals from reserve, obtains from them the fullest and most timely use.

Third—A reserve fee of 5c is a fair charge for extra service which demands both time and trouble.

Fourth—At a rough estimate, from the statistics gathered, the equivalent of one full time assistant is needed for an average of 40 reserves daily.

All or part of these suggestions may help to solve the reserve problem, according to the individual needs and points of view of the libraries concerned.

For the sake of completeness, we have gathered together into a scrap book the questionnaires, letters, labels, rules, postals and forms which were so kindly sent to us by other libraries. Anyone who wishes to have more detailed information is welcome to this scrap book; personally, it recalls that delicious definition of efficiency in *Life*. "Efficiency is the art of spending nine-tenths of your time making out reports that somebody thinks he is going to read but never does."

Miss Mary A. Batterson, head of the Circulation Department, Tacoma Public Library, then spoke on **BOOK SELECTION IN THE PUBLIC LIBRARY**. "The librarian must keep abreast of all things being published," she said, by means of reviews, publishers' announcements, reports of readers and personal inspection. From among the best he must select those most needed, in terms of use and results, and to do this he must maintain an open-minded, unprejudiced attitude. With but few exceptions, fiction should be read carefully by some member of the staff capable of judging, this judgment to be supplemented by book reviews. "To sum it all up, the problem is to purchase with the funds at hand those books which best supplement the library's

existing collection and which, for education, recreation and practical usefulness will be most valuable to the community the library is intended to serve."

Miss Batterson's paper, which concluded Friday afternoon's program, precipitated a very interesting discussion of what constitutes morality in fiction, in the course of which a number of present-day books were analyzed. The only definite conclusion arrived at, however, was that morality or immorality in books is dependent as much upon the reader as upon the book.

Second Session

The second session opened Saturday afternoon with an informal talk by Professor Henry F. Adams, Department of Psychology, University of Michigan, on *THE PSYCHOLOGY OF SALESMANSHIP AND ADVERTISING*.*

The first task in outlining any campaign, either in salesmanship or in advertising, is to analyze the commodity to be sold. In library work this commodity resolves itself into at least two parts: service and books. The more searching and minute this analysis can be made, the greater is the probable success of the campaign.

The second main task lies in securing demand and distribution by making points of contact between the public and the commodity. Again two questions are involved. The simpler is: What have we that the public wants? The more difficult is: How can we make the public want what we have? This might be supplemented by a third: How can we give the public what they want? The answer to the first is found in informing the public. Let them know what we have and a certain percentage will be attracted by our service. The answer to the third can be supplied only by an intensive study of what the public demands are, whether they are supplied or whether they are not. A lesson can be learned here from the retail seller who keeps an order book in which he jots down the nature of demands which cannot be filled.

The answer to the second question offers the greatest opportunity for psychological discussion. To make the people want what

we have is indeed a problem. And once more it has two distinct sides: the conscious and the unconscious. The answer to the first or conscious side of the problem has already been given,—find out what they want and get it for them. This, however, does not offer much chance for subtleness.

In general we must arouse in them a desire for the commodity. Desire in turn springs from knowledge of a lack, an awareness of something we would like to have, but do not possess. Certain of these desires are practically universal. Dewey says that one of the most pervasive is for knowledge. Equally fundamental is the desire for amusement. Freedom from restraint is a third important human tendency as shown by the shop keepers who display their goods where all may examine them and select from their appearance, not from a mere title or description.

The peculiarities of the books themselves undoubtedly are influential in determining their selection or rejection. The color of the cover, the title, the name of the author, the newness of the volume are all factors of importance.

The service rendered, the spirit in which it is given, is of no small moment. The one who can make our problems his own is the most helpful.

Carolyn F. Ulrich, of the New York Public Library, in discussing *PSYCHOLOGICAL CONTACTS* said:

To adjust oneself to the conduct of others and to manipulate the work in connection with the conduct of others to the best advantage, is the great criterion in the business world, and instruction along this line has not been a part of the librarian's training. The training of executives to be trainers in the psychological contacts of library work is the great need in order that the assistant may be taught to meet arising situations through channels of reasoning instead of being told to be tactful.

Psychology should be taught in the library schools in order to equip graduates to bridge the existing gap between execution of routine work and application of the ideal requirements in daily relation with people. Psychology is a part of the training for other professions, why not for the library?

*Abstract.

The loan desk is the medium between the book and the borrower and since it is the aim of the library to develop the thought of its community, it is essential that the loan desk be awakened to the realization of the important mental contacts about it.

An analogy was drawn between corporation management and library management in a paper on

WHAT CORPORATION TRAINING HAS TO TEACH US*

By FRANK K. WALTER, *Librarian, University of Minnesota*

It has been my privilege very recently to see parts of the advance sheets of a sales manual prepared for a very large corporation and to talk with its compiler. In many parts it might almost be used as a reformed library primer or manual of library economy. Its author disclaims all ethical purpose or uplift intention but asserts that his aim is severely practical.

Here are some of the characteristics he considers essential to a successful salesman: knowledge of stock; knowledge of the territory to be covered; the suitable treatment of "prospects"; the necessity of knowing how really valuable his list of prospects is; thorough belief in the product he sells and in its suitability to his customer; and the adoption of a policy which will lead to satisfied owners.

The application of these to a lending department are obvious. Speed in charging or simplification of the registration process or skill in compiling statistics can never take the place of at least an intelligent idea of the books the assistant circulates; the knowledge of his territory which a salesman must have is closely analogous to the knowledge of the community which the head of a lending department must have if she is to anticipate its reading needs and to supply them. Note, too, that the salesmen know their customers as individuals. Better selling may be possible in products of such general appeal that the demand for them is self-imposed. Yet even mail-order houses use circular letters which simulate, often with considerable suc-

cess, a personal communication to the recipient. The whole purpose of advertising is to make a personal contact. The news item or the advertisement which fails to do this is as futile as a sermon which touches no individual conscience.

The success of the lending department also depends on the personal interest shown in the users of the library. Other things being even a little unequal, the best assistant at the lending desk is the one who is most interested in the most people and who best remembers their individual likes and dislikes. The patron to whom you recommend a book which he asked for long since but which has not been available till now will overlook much in his gratitude at being remembered. You remember that one of the essential qualities in a salesman which were noted is "Proper treatment of prospects." This is no new thing in the lending department. The attendant who treats with dignity the dignified, who jokes with the jovial, who is sympathetic with the timid or even the sentimental is simply showing her salesmanship. Would that it could more often be recognized in the conventional manner of the corporation.

The librarian, unlike the corporation, cannot weed out his list of prospects and devote his efforts only to those who are financially worth his while. He can, however, abandon experiments which do not bring results and he must avoid providing products which are not suited to his market. He must even at times withdraw the privileges of the library from those who abuse them at the expense of the community which supports the library.

Thorough belief in the value of the product he sells is an essential to the salesman. Not only knowledge of books but a thorough belief of their value to society and a conviction that real social service is done by bringing them to everybody should be indispensable requisites for satisfactory lending desk work. He must also know when to give the intellectual milk to the mental babe and when to recommend the strong meat to the mental adult. He may not have any right to censor books extensively or to determine what articles in his stock his users may have. He

*Abstract.

must give tonics as well as sedatives and he is no arbiter of thought.

At the same time it may be remembered that the successful salesman who helps make his firm a success must consider the suitability of his product to his customer and must not influence him to make any purchase which he cannot profitably use. Overselling and misrepresentation inevitably bring their own punishment—delayed though the penalty may be. Similarly, the library has no right to keep in stock anything which it cannot freely give to its users. The crux lies not in the sale, that is in lending it to those who ask, but in selecting only those things which really promote growth. The library, like the corporation, must be aggressive and constructive. It must not depart from the idea of community service any more than the corporation may engage in the sale of contraband goods. The corporation whose products hinder the progress of society is justly considered an enemy of society. There is no reasonable justification for the library which deliberately loads its shelves with feeble literary products which produce intellectual æmia or with ill-balanced products which, instead of mental growth, cause only social colic.

Miss Flexner then offered the following resolution, which was seconded and passed:

Resolved, That the secretary of the Lending Section be instructed to request the Secretary of the American Library Association that, in view of the great interest in the Lending Section, and the importance of its discussions, at the next conference its meetings be scheduled to take place earlier in the week.

The chairman of the Nominating Committee offered the following report: For chairman, Bess McCrea, principal, Loan and Registration Department, Public Library, Los Angeles; for vice-chairman, Marie L. Fisher, librarian, Lawrenceville Branch, Carnegie Library, Pittsburgh; for secretary-treasurer, Ruth M. Barker, head of Circulation Department, Cossitt Library, Memphis.

JENNIE M. FLEXNER,
Chairman.

WALLER I. BULLOCK,
MARY A. BATTERSON.

Upon motion, it was adopted unanimously and the secretary was instructed to cast the ballot of the Section. These officers were declared elected as nominated, and the meeting adjourned.

MARY U. ROTHROCK,
Secretary.

LIBRARIES OF RELIGION AND THEOLOGY ROUND TABLE

The Libraries of Religion and Theology Round Table was conducted by Reverend John F. Lyons, McCormick Theological Seminary, at the Methodist Church House, June 29, 8:30 p. m.

The general subject, RELIGIOUS BOOKS IN THE PUBLIC LIBRARY, was discussed as follows:

SELECTING RELIGIOUS BOOKS FOR A PUBLIC LIBRARY*

BY FRANK G. LEWIS, *Librarian, Bucknell Library, Crozer Theological Seminary, Chester, Pennsylvania*

In most libraries it is well to set apart for religious literature a definite proportion of the income available for books and peri-

odicals and use this for nothing else except for literature of that type. In deciding this proportion it will naturally be asked what part religion properly has in life as a whole. Is it a twentieth of life? Is it a tenth? Is it a seventh? Is it a fifth? Let such questions be answered and book funds appropriated accordingly.

Directly or indirectly all users of a public library are interested in religion. An enterprising library recognizes these facts and attempts to respond to the varying religious views of all classes. For a public library to do less than this is to assume a sectarian position and to become a partisan in the community.

The religious literature of first importance is the collection of sacred books. For Chris-

*Abstract.

tianity these must be not only a good reference edition of the Authorized Version of the Bible but a similar copy of the American Standard Edition, of the Douay (Catholic) Bible, and the modern versions such as the Shorter Bible and the New Testament translations by Moffatt and Weymouth. Likewise there must be a copy of the excellent recent translation of the Jewish Bible, with which may well be placed a copy of the Hebrew, for it has been found that those who do not read Hebrew are interested and profited by looking at the arrangement of the books in Hebrew. Equally important is a copy of the translation of the Koran (Moslem Bible) and perhaps of the Arabic from which it is translated. Similarly, there should be a translation of some at least of the sacred books of India, of China, and Japan, all of which are now available at relatively low cost and are essential if the community is to have the privilege of educating itself religiously.

There must be also the best of recent discussions of religion. Every library should have a copy, for example, of the *Reconstruction of religion* by Charles A. Elwood and the *Fundamentals of Christianity* by Henry C. Vedder. The enterprising librarian will be ready to order such books as soon as they appear, on the same principle that he orders the best new fiction by well known writers.

Will such books be read? Of course they will not be read if the librarian takes the position that they will not be read. There is little chance that the reader will get to a book if the librarian stands in the way. If, however, these books are not only placed in the library but given due publicity, put on a "new book shelf" in an attractive position, their arrival in the library bulletined as is the latest fiction, and a good reading notice placed in the local newspapers where it will catch the attention of the people who would like to go to the library for such material but now find on the library shelves nothing which satisfies their eager minds, the librarian will have opportunity to awake to a new day as regards the significance of religious books.

PUBLIC LIBRARIES AND SUNDAY SCHOOL TEACHERS was the subject of a talk by Dr.

Bernard C. Steiner, librarian, Enoch Pratt Free Library, Baltimore, Md.

RELIGIOUS BOOK WEEK*

BY MARION HUMBLE, *Assistant Secretary, National Association of Book Publishers, New York*

Religious Book Week, among the many "weeks" that are nationally observed in this country, is really unique because it is religious, but has no denominational or other religious barriers, and it gives each individual religious organization an opportunity to use the aims and publicity of the Week to increase interest in religious books of their own belief, as well as others.

Children's Book Week, the only other national book week, was started in 1919 as an educational campaign to give to people more information about children's reading, and to give to booksellers more appreciation of the importance of children's books. The first Religious Book Week in 1921 was organized with the same idea: to give to individuals a better understanding of the enrichment which religious books add to life, and to impress booksellers with the importance of strong departments and advertising of religious books.

The movement immediately won the support of the churches, with the co-operation of literally thousands of ministers, realizing that the power of the spoken word can be greatly extended through the printed word. The denominational publishers in preparing for the Week sent out thousands of letters and circulars to ministers throughout the country; and special sermons, special book talks and book exhibits in the churches, special notices in the church calendars were a result.

The Religious Book Week Committee included a Presbyterian publisher, a Methodist publisher, a Baptist publisher, a Congregational publisher, a Catholic publisher, a Jewish publisher, and several general publishers with religious books. President Harding's letter of endorsement of the Week this year read as follows:

"It is a pleasure to endorse the program of your organization for the wider circulation

*Abstract.

of books of a religious character. I strongly feel that every good parent cares for his child's body, that the child may have a normal and healthy life and growth; cares for his child's mind, that the child may take his proper place in a world of thinking people; and such a parent must also train his child's character religiously, that the world may become morally fit. Unless this is done, trained bodies and trained minds may simply add to the destructive forces of the world."

This statement was read from thousands of pulpits, and copied by newspapers throughout the country.

The public libraries played a large part in Religious Book Week, holding exhibits of books, distributing lists, arranging for special talks at club meetings and before church societies.

The third Religious Book Week will be held March 4 to 10, 1923, the second week in Lent.

O. C. Davis of Waltham, Mass., read a paper on

THE BIBLE IN THE PUBLIC LIBRARY*

BY PAUL M. PAINE, *Syracuse Public Library, New York*

Nothing illustrates more plainly the difference between school advantages and public library advantages than the recommendation which was made in Dr. Bostwick's lucid article in a recent periodical on the subject which we are discussing here. It is that every form of religion should have its able defense in the public library. This will arouse no opposition, scarcely any comment, I suppose, amongst workers in libraries. The thought at the bottom of the suggestion is a common thought with us, namely, that the library is an open forum, free not only in the sense of costing you nothing unless you keep the book more than two weeks, not only in the sense that one is as free to go out as to come in, and to stay out as to do either, but free also in the sense which Milton meant in his *Areopagitica*, free for the other side, full of the raw material of opinion, free for opposing and contrasting views.

The reasons are obvious why this kind of

freedom is not complete in the public schools. In the realm of religion in particular the difficulties in the way of furnishing the contrasting views are so great that in New York State we avoid the subject altogether. We do not even allow ourselves the advantage of Bible reading in the school. I recently spoke to a large audience of intelligent women, all members of one particular race and creed, on the subject of "Good Reading for Americans" and among other things I reminded them of some of the treasures which the Old Testament contains: the matchless splendor of the first chapter of Genesis, a gorgeous poetic conception of the Creation which some people convert into a stumbling block by thinking it a diary; the granite moral law embodied in the Commandments containing their imperishable, though negative, ethics and religion; the Psalms of David, containing amongst the dross so much pure gold; the prophesies of Isaiah, the Book of Job, so great a classic that it has been discussed, I suppose, almost as much as the play of *Hamlet*. And then I went on to say that if these parts of the Bible were too precious to be ignored in public education, there were other books also, in that great sacred library which from the standpoint of culture and morality are quite as indispensable: the part known as the Sermon on the Mount, the part known as the Parable of the Prodigal Son, a work of fiction suitable to be read beside a deathbed, the part known as the thirteenth chapter of First Corinthians in which Paul defines charity. I asked these ladies if they thought we were doing justice to the children in the schools, children of whatever race, children of whatever religion or no religion, in denying to them these fundamental sources of culture. "No," said one of them to me afterwards, "but I know what is in the minds of those who are advocating the Bible in the schools. Their purpose is to proselyte." That is the situation, mutual distrust and suspicion as soon as religion comes to be mentioned in connection with public affairs.

One of the wonderful things about the public library is that it is practically free from this distrust and suspicion. In the library where I work we have, of course, the

*Abstract.

Catholic Encyclopedia and other standard works upon the Roman form of Catholicism. We have not specialized in that branch of learning. But the pastor of the leading Catholic church in the city not long ago urged his people to come to the public library to study their own religion. It is not in the Bible itself, I am convinced, but in the interpretation of it that the main difficulty exists, but I have never heard any objection on the part of any reader or critic, clerical or lay, to providing freely books on the interpretation of the Bible. George Hodges, that humor-loving scholar and saint, offers in *How to know the Bible* the best simple book of biblical criticism that I know of. It is fearless, but it is reverent. I don't see how it could make sceptics. I can see how it might answer the doubts of many who think themselves sceptics when really they are merely uncombed, unripe and half baked. Richard Moulton's book *The Bible as literature* still covers, I suppose, that side of the subject, although it is a quarter of a century old. And I most heartily recommend William Lyon Phelps' brief address called *Reading the Bible*, one hundred and thirty small octavo pages of the most interesting kind of comment, a worthy contribution by our foremost writer on all that has to do with letters. His chapter on Short Stories in the Bible is a sparkling literary essay, in which is quoted John Kendrick Bangs' memorable utterance, that Samson was a famous practical joker and that his last joke brought down the house, and in which are many shrewd remarks by Dr. Phelps himself, as for instance that Balak is one of the few men in the Bible characterized by undeviating stupidity. These are simple books. I am not a biblical scholar but merely a church school teacher who is striving to keep two or three jumps ahead of an uncommonly lively class of high school boys and college freshmen. But I can at least say a word for *The Cambridge Bible for schools and colleges*, a collection which I am glad to say we have completed for our main circulation department. The true spirit of scholarship finds expression in the preface to this edition in which Dr. Kirkpatrick, the general editor, disclaims responsibility for the opinions ex-

pressed by the editors of the several books and adds that he has not tried to bring them into agreement with one another.

While we are waiting—and it may be a long wait—for the common schools to find some way to get the Bible into the schools or to keep it out, to restore religion to its former place in education or to prevent any threatened approach of church and state, we can at least keep on doing in the library what cannot be done at present in the schools, that is we can give to the public an opportunity for private self instruction in this great subject, we can let people know what other people are thinking and feeling about God and Christian ethics and the soul of man and the hereafter.

Professor Phelps tells us that when President Eliot was requested by the authorities at Washington to select a sentence for a conspicuous place in the great Congressional Library he selected these words: "What doth the Lord require of thee, but to do justly and to love mercy and to walk humbly with thy God?"

There is nothing, Dr. Eliot thought, in the history of literature more worthy of the place than this. The words are familiar. How many librarians are there who could remark casually, as Phelps does, that the passage is from the prophet Micah?

And how many are there who could locate at once that other noble passage which appears in Greek in the beautiful new library of Hamilton College: "In the beginning was the Word"?

We may, then, surrounded by this cloud of witnesses, go farther than we have gone in presenting the Bible as a feature of our circulating collections, and we may safely use a portion of our time in consulting it ourselves.

THE CHURCH AND THE LIBRARY*

By REV. G. G. ATKINS, D.D., *Pastor of the First Congregational Church, Detroit, Michigan*

Historically the Christian church is built upon a library. The Old and New Testaments are the best and most enduring of Hebrew literature and the books of the Apos-

*Abstract.

tolie Church. That they are all bound up in one cover makes no difference. They have grown through the centuries, been gathered from many different sources, they are assembled through the continuity of their history and the unity of their spirit and without this library the church would be cut off from its own past and its message would be emptied of power.

The library is simply the gathering together of what men know or have thought or have done, made permanent and accessible through the magic of type and printer's ink. The church is the interpreter of what men have known and thought and done in terms of a supreme idealism, in terms of the unseen and eternal realities. The church, therefore, is constantly falling back upon the library for the material of her message and the library stands in very great need of the church for the last interpretation of all that the library contains.

The church is in debt to the library for what I venture to call the living content of her message. The preacher particularly needs manifold tributaries to his message; he must be disciplined by the insight, the solid reasoning of the philosopher; he must take into account the ordered knowledge of the scientist; his imagination must be enriched by the glowing music of the poet. He is dependent upon the library for all this.

The theologian is equally dependent. A theology which is not constantly corrected by new insights and understandings becomes a constraining form instead of an enlivening force.

The library is in debt to the church for services which are, maybe, more subtle but none the less real. There is in all literature, unless it be corrected by a high idealism, a power of dangerous decadence. Paganism, which is just the exaltation of the easy, pleasant or the alluring, never dies and if permitted it will always leaven literature with its corruption. We have only to take account of certain modern tendencies to see how true this is. A good deal of our poetry is simply the rewriting of the hopelessly commonplace in strange meters and a good deal of our fiction is simply undisciplined imagination playing with low themes and

trying to crown with a halo things which are best hidden by a curtain. The only correction for this is a high and persistent idealism which relates life to the enduring and sternly subordinates its baser impulses to the mastery of the soul.

Literature may deal with facts; it may be as broad as experience and imagination; it does not need to be pious nor orthodox and it must always take account of truth, but none the less, if it be not spiritualized it ceases to be literature. This particular service of the church to the library must be exercised in large, creative ways to make itself manifest only through the generations, but none the less, it is there. More concretely still, the church may serve the library by calling attention to good books and using them as aspects of its ministry. There is just now amongst us a considerable tendency to do just this. There is more preaching from books than possibly ever before. Some of this is doubtless due to the stress in which most ministers find themselves to get a Sunday evening congregation and is, maybe, a device rather than unselfish passion, but the value of it is beyond question. A notice from the pulpit will set more people to reading a book than possibly any other advertising. If the church will justly conceive this as an aspect of its educative ministry and so commend and interpret not only the last best seller with a taking title, but those books which have a larger and more enduring value, it may render the library extraordinarily valuable service.

The library can serve the church by putting upon its shelves the kind of books which contribute to the end which the church is seeking. As has been intimated, there is almost no limit just here. These books do not need to be specially religious or theological or ecclesiastical. Real history, real philosophy, real ethics, real sociology all bear directly upon the church's task. Indeed, the church cannot do her best work save as congregations contribute intelligence and continue in a thoughtful region the suggestion of the gospel, the program of the Kingdom of God.

Our own library here in Detroit arranged during the whole of Lent books for devo-

tional reading. The fact that I found one or two of my own in the list naturally made me think more kindly of the discernment of those who arranged the books, but even so, it was a real contribution to the higher life of Detroit. Such a program as this in which we are engaged tonight is itself a testimony to a new understanding, on the part of both the church and the library, of their common task—for they have a common task in the enlargement and the empowerment of life, the direction of imagination, understanding and motive toward those high and changeless regions in which life is made more perfect and out of which is drawn enduring power.

The program was characterized by interest, enthusiasm, and helpful suggestions. The attendance was 85.

The Nominating Committee, consisting of Dr. Frank G. Lewis, George L. Hinckley, Willard P. Lewis, presented the names of candidates for the offices of chairman and

secretary for the coming year; the persons nominated were unanimously elected:

Chairman, Mary M. Pillsbury, General Theological Library, Boston.

Secretary, Elizabeth Herrington, U. S. Veterans' Hospital Library, Tacoma.

The following resolution, upon the suggestion of Dr. Lewis, was presented and adopted:

Whereas, The efforts of the Religious Book Week Committee to spread the news of religious books among people have the commendation of the Round Table of Libraries of Religion and Theology,

Resolved, That public libraries and theological libraries be encouraged to co-operate fully with the Third Annual Religious Book Week, March 4-10, 1923.

The Round Table voted to request the newly elected officers to ask the A.L.A. to recognize the Libraries of Religion and Theology Round Table as a section of the A.L.A. to be known as the Religious Book Section.

GRACE J. FULLER,
Secretary, pro tem.

LIBRARY BUILDINGS ROUND TABLE

The Library Buildings Round Table was attended by about forty people. The topic announced for discussion was RECENT BRANCH LIBRARY BUILDINGS. The chairman, Willis K. Stetson, brought to the meeting plans of branch buildings recently completed, or under construction in Baltimore, Boston, Bridgeport, Brooklyn, New Haven, Newark, Toronto, West Quincy and Washington, as well as the pamphlet showing elevations and plans of recent branch buildings in Detroit. Studies of the proposed building for Elmwood Library, Providence, were also shown. Township libraries were represented by plans of Lethbridge, Alberta; Okmulgee, Okla.; and Webster, Mass., libraries. Miss Drake of Pasadena showed the plans of the children's library building in Pasadena.

The larger part of the session was devoted to the discussion of township buildings. Among the topics discussed was that of high windows, that is, entirely above the regular height of bookcases. It appeared that these are increasingly favored. Recent branches in Baltimore and Denver have high windows exclusively, Bridgeport low windows in front

and high on the other walls, while Boston has all low windows. In some cases one third of the available wall space is lost with low windows.

Various ways of putting heating radiators behind wall cases were alluded to, Baltimore, Denver and New Haven having different arrangements in details.

The defects of plastic floors were mentioned, showing that the claims of such floors need to be carefully investigated. One case was mentioned in which it was found desirable to put linoleum over the kind of composition used. Linoleum was considered to be satisfactory in place of cork-carpet and is now generally used.

There was some discussion of two story branches, Newark and Toronto both building these, with adult and children's rooms on different floors.

Attention was called to the fact that rooms usually placed in the basement of one story buildings are placed in the Detroit branches in a mezzanine story in the rear part of the buildings.

The plan given in Dana's *A library primer*,

1920 ed., p. 40-41, was alluded to as in general a good plan for township libraries. The Okmulgee library shows this plan modified for a larger building.

Mr. Hadley of Denver spoke of the desirability of having the delivery desk near the rear of the building with working space for the library staff, and yet also having the desk not too far from the front entrance; hence a building should not be too deep. He

would have the working space behind the desk shut off by partitions the same height as the desk.

It was voted that Mr. Stetson be chairman of a committee to arrange for a round table at the next meeting.

Helen Sperry, of Waterbury, Conn., acted as secretary of the round table.

W. K. STETSON,
Chairman.

PROFESSIONAL TRAINING SECTION

The chairman and secretary were absent. The following paper by Ethel Sawyer of the Portland Library Association was read by Anne M. Mulheron.

THE CORRELATION BETWEEN LIBRARY SCHOOL AND TRAINING CLASS INSTRUCTION

By ETHEL R. SAWYER, *Director, Training Class, Portland, Oregon*

At the very outset I would wish it to be understood that any plain speaking in which this paper may indulge is the result of no upstart criticism of our library schools. Those eleven young Atlases on whose harassed shoulders the weight of the entire library profession has come to rest, merit our entire sympathy in a most difficult situation. To borrow another ancient metaphor, librarians in active service are asking the schools to exhibit the dexterity of institutional Colossi and to stand firmly erect, with one foot supported by the raw and utterly inexperienced elementary student of library affairs, while the other foot must rest upon the experienced librarian who wants the professional polish and the highly specialized instruction of the graduate school. The resulting angle is neither graceful nor secure; and my vision shows me only two possible ways out of this difficult situation. Either fit the legs to the required attitude or stop trying to be a Colossus.

To speak plainly, I see no firm foundation for our schools unless they can equip themselves to deal with their students in accordance with their needs and qualifications, differentiating between the experienced

worker and the recruit; between the undergraduate's general course and the preparation for a doctor's degree—or its library equivalent. Or, they must frankly turn over to other agencies the elementary training in library technique and devote themselves to truly professional education.

Everyone has among her circle of friends at least one disappointed student, who, after years of practical work in a library, went to library school and there spent valuable hours in learning to do in class or in practice time what she had actually been receiving several years' salary for doing just as effectively. She had to mark time while a girl who had never been in a library until her initial library practice struggled with such elementary terms as shelf-list and corporate entry, and mastered the fact that Smith, J. M., files before Smith, James. It is true that later on some one else may have had to mark time while she filled up a lacuna in her experimental knowledge. But how do these two wrongs make one right? One year is too short a time to allow for much time-marking in the mastery of so vitally taxing a subject as librarianship.

Also one year is much too short a time in which to teach both technique and those literary, social, and professional matters which are supposed to distinguish a librarian from a library clerk. What becomes then of all the study of books and people, their reactions one on the other, the peculiar problems which devolve upon the librarian in this age, the enthusiastic and intelligent orientation of the librarian to his community, the clear visioning of the possibilities and the responsibilities of librarianship;—well, look at any li-

library school curriculum and see what bare bones we are compelled to substitute for all this needed substance, and how pitifully few even these bones are. No one will agree with me more heartily, I am sure, than the library school instructors here present.

The fact being admitted, what is the remedy? There are several remedial possibilities which suggest themselves, and one is contained in the title of this paper: the proper correlation of library school and training class instruction. There are at present six (?) training classes in the country, giving definitely organized elementary library training varying in time from six to nine months, and fitting their students to hold certain positions in their respective libraries higher than mere clerkships. In the Portland Library, graduates from the training class go into general assistant's positions at a salary slightly lower than that of a library school graduate; but everything up to first assistantships is open to them. Our graduates have been accepted on equal terms by the Seattle Library and throughout the state of Oregon assistantships and, in the smaller libraries, even librarianships have been offered to them, although only necessity compels us reluctantly to accept the latter. The University of Washington has accepted graduation from our class as an equivalent for a certain number of credits towards its library school course. And yet no other library school, so far as I know, would excuse a student of ours from elementary technical courses. I do not mean to say that a girl going from the Portland training class to a library school might not, by judicious representation and after qualifying in some way, be released from certain glaring repetitions of courses; but, in general, her training class year would count for very little except in enabling her to make a better school record. And why should it? What does the course of the Portland training class mean to any library school? It may be very good, and again it may be very bad. Who knows?

Now the first correlation needed between library schools and training classes lies just here. Somebody should know! Let the training classes make the library schools acquainted with their work and let the library

schools agree on some evaluation of the various training classes so that a student of any training class may know just where in any library school curriculum she can begin. The library schools could also tell the training classes just what portions of elementary library technique, for instance, they would be willing to have taught in training classes and to give credit for in their courses. Such an arrangement would work beneficially in at least two directions. It would release some of the energies of library school instructors for more advanced teaching, and it would furnish an incentive to training classes to maintain a standard of excellence acceptable to the library schools. Even more important to the training classes, it would insure official recognition to their students for work done.

This plan would fit in with the suggestion made by the library workers that the library schools' summer courses be so arranged as to allow of definite credits being earned towards a complete library school course. Such an arrangement would undoubtedly help the training classes to recruit more desirable students for their classes. Students who are unable to go to library school immediately, often turn away from library work altogether because their training class year would get them nowhere that they can see up the professional ladder. Their very ambition turns them from us to some better organized profession where their activities will count toward definite advancement.

This correlation of substance brings out another correlation which should be made between library schools and training classes, and that is in the matter of methods of instruction. I cannot see why a method of teaching certain technical subjects cannot be decided upon by experienced teachers and a sort of manual prepared which should be used as a text-book by all training class and elementary library school classes at least. A manual of teaching elementary cataloging, for instance—not cataloging for any particular library but the general principles underlying all cataloging. We do not teach algebra according to the algebra used in the New York public schools or the schools of California. We teach algebra—the fundamental principles, which we can use either in New

York or in California. In California they may want more advanced algebra, but that comes later. Here it seems to me an inexcusable amount of time and energy is wasted throughout the profession. Surely we have passed beyond the period of experimentation in certain technical matters and, preserving sufficient flexibility to meet varying conditions, we could agree upon the formulation of certain best practices for typical conditions. Or is the amount of imprint to be put on a catalog card so abstruse and esoteric a matter that each school and each acting cataloger must through tears and tribulation win to the ideal heaven of the perfect catalog card! I can conceive of a cataloging course which should be concerned chiefly with teaching its students how to use the various tools of cataloging, what sorts of cards should be made for what sorts of libraries, how to vary the normal card to meet various peculiar demands of your public, the difference between fundamentals and the variabilities in cataloging, and such matters as should make our students quick at adaptability rather than grounded in formality. The student of carpentry may not make a perfect kitchen cabinet at first, but he knows the use of all his tools, and doesn't use a plane where a jack-knife would produce better results. Sometimes I think we try to train librarians to make perfect kitchen cabinets at once before we have let them become familiar with their tools. To my mind the training classes can admirably serve to acquaint prospective students with the simpler library tools leaving the fine scroll-work and the high polish and the complexities and refinements of the profession to the library schools.

And here we must bring into play our powers of organization. It is a well-known psychological fact that certain habits of thinking, certain informational matters can be best assimilated by the student by permitting only the *desired* impressions to come into the brain at first. Every false impression not only excludes the correct one but has actually to be overcome before the correct one can find lodgment. "No false starts" should be the educational motto here. Expedition is demanded in conveying to the student certain rules and facts and such rules

and facts could be standardized and put into permanent concise form for distribution and for future reference at need. Yes, of course, I know there are the *A.L.A. catalog rules* and Kroeger's *Guide to reference books*. But these invaluable tools were not prepared exactly with the needs of the elementary library courses in mind—indeed I doubt whether they were designed primarily for pedagogical use. They are tools of the trade rather than text-books.

Now that is exactly what I mean! We must go at our library teaching pedagogically. Why should we neglect all that other educational experts have discovered and placed ready to our hand? For after all we are, or should be, primarily teachers, we library school and training class specialists in the library schools; teachers, and as special as we *can* be, in the training classes. We must know *how* to teach—methods and psychology—as well as *what* we are teaching. And that means, or should mean, a definite organization for educational work within our profession—with the library schools at the head, and the training classes, summer classes, apprentice classes and eventually perhaps extension classes and correspondence classes—though these latter would be a difficult problem to meet. The little old red school house days of library education are over and we've got to function along with state universities and professional colleges.

You will perhaps observe that I am not making the customary distinction between the field of library school and training class instruction, namely, that a library school gives a study of comparative library methods and a training class instructs only in the methods of one library. It is true that a library school should give a wider survey of the entire field of library procedure, but I find that it is not necessary to restrict the training class student's vision to so narrow a field. In fact comparison of her library's methods with those of other libraries makes for a more intelligent administration of local practices. I prefer to correlate the library school and the training class as elementary library instruction and advanced education. There has sprung up a third division in library training agencies owing to the development of instruc-

tion in certain of the larger training classes, and that is the apprentice class proper. I think the distinction should be clearly drawn here between apprentice classes and training classes. The former group *now* is the training group whose interests are entirely local, and their training period rarely outruns three or four months. From the ranks of the apprentices should come our clerks and clerical attendants who are not eligible for real professional library services without further training.

Every once in awhile I have the uncomfortable feeling that we librarians are engaged in that futile occupation of trying to lift ourselves by our own bootstraps. We urge more training and education in our members, we cry for recruits to librarianship, we deplore the possibility of the library clerk usurping the functions of true professional service—but we very slowly and inadequately prepare facilities for the cultivation of that higher type of librarianship and the obtaining of advanced professional equipment. Discouragement and slackened fibre attend upon disappointed ambition. I would not, for more than I can say, appear before you in the guise of a pessimistic gloom-bringer, but I do see many indications of discouragement among librarians—many of them are some of the sincerest members of our profession. I believe that never before has library work had such an opportunity for development; but we shall have to bend every energy intelligently to the task of grasping that opportunity.

The library schools *with their present equipment* cannot do more than they are doing. But it is just possible that with the co-operation of the training classes they might decide to do slightly *different* things, and things more in accord with their high professional status. I believe dissatisfaction or discouragement with requirements for admission does not operate so disastrously as dissatisfaction with opportunities after admission, and the results to the profession are incomparably preferable in the former case. At one end or the other the pressure must be as severe and it seems to me that in the library schools the anguish must come at the lower end. Good training classes established

and recognized throughout the country would shortly serve as preparatory schools and trying-out laboratories for the library schools, turning over to them an ever improving grade of students fit for professional work.

I said above "*with their present equipment.*" Of course the present equipment of most library schools is ridiculously inadequate. Propose to any other technical or professional school a budget of \$10,000-15,000 a year for total administration and note the pitying smile you will receive. And yet how many of our library schools are financing themselves on an even smaller budget! Now it is a truism of life that you cannot get something for nothing. Someone must pay. And it has usually been the school faculty out of whose over-worked blood and nerves the deficit has been wrung, or the student body, who have not received the quality of instruction or the breadth of training to which they were entitled. Professionalism cannot indefinitely thrive on a permanent budgetary deficit. Library school appropriations should be considerably increased to enable specialists and educators to be retained on their faculties, and to lift library education on to a plane with other specialized training. So long as value is directly associated with the salary status it is not fitting that library school instructors should rank with the stenographers of an institution; neither is it probable that desirable teachers, except those few individuals who can afford to be so noble, will be found willing to undertake the taxing duties of teaching at a salary less than that of librarians in comparatively recent service.

This it not a paper on library school budgets—fortunately. So I am not obliged to do more than exhort in general terms. However, if this *were* such a paper, I think I should elaborate on the text "Ask and ye shall receive." I realize that "the petitioned" in the text was not a board of city or county fathers or anything of that ilk, but I like to believe that most of those old texts that are any good at all have rather a wide general applicability even to seemingly most irrelevant cases. And the outcome is so definitely stated as a result of the asking, that sometimes I wonder whether the library's no-

toriously small responses to financial prayers may not be due to faulty petitioning. I believe "to ask" is an *active* verb, *definite*, in the *imperative* mode, and we are so inclined to passive, indefinite hortatoriness—are we not?

While we are waiting for an answer to prayer, however, we might find partial relief for our financial stringency in a large use of co-operation. Would it not be feasible to supplement the regular courses in our schools with some sort of peripatetic lectureships, drawing on the resources of the entire country just as now all library schools draw for outside lectures on distinguished librarians in the vicinity?

Of course the obvious objection to that is the expense of such lecturers and their traveling schedules. There are desirable times for such irruptions into the orderly class routine—and less desirable times. Adjustments would have to be made. I refuse to believe however that a profession which has evolved the modern American library system—one of the most successful co-operative service organizations in existence today—cannot find a way to achieve co-operative educational aims of at least as national a character as education in general has achieved. If not by this plan then why not try "exchange professorships" of three, or six, or nine months, which would assist in the circulation of library ideas throughout the profession?

The important point is that we shall go at this whole matter of library education from a national standpoint, deciding upon what *should* constitute professional education—in 1922 as distinct from 1890—what part of that education the library schools must give and what should be delegated to pre-professional or elementary training classes. Perhaps the profession as a whole would be most benefited by the encouragement of training classes widely scattered throughout the country giving three or six or nine months' courses planned and accredited by the A.L.A. Professional Training Section, with the definite purpose of preparing suitable students for library schools later. Whatever the plan it should be something that has the entire library profession behind it, not a mere matter of the handful of library schools and

training classes. It is the most vital matter before the library body today and demands the attention of everyone, just as the whole question of education is today demanding large national planning backed by the intelligent co-operation of the entire nation.

Discussion: Miss Donnelly asked if Miss Sawyer meant to exclude all but training school people. Answer: No, the intention was merely to make some allowance for difference between the absolutely untrained and the partially trained.

Miss Donnelly thought some allowances possible in individual cases, but not for a whole group—the difficulties of administration being too great. Experience has been that advanced students find it no waste of time. The person who knows the most gets most out of the most elementary lecture. Miss Donnelly advises students not to take training class work but to acquire all the academic work possible and finish with library school.

The question was asked whether it were possible to give any credit to training class students and so shorten the time of library school. It was thought possible only if the library school could afford to run two sections, but not feasible unless library school classes are much larger.

Lura Hutchinson asked if it would be feasible for one or two schools to specialize in advanced work and allow credit for training class work.

Miss Tyler asked if there were not more than six training classes and suggested that if there were so few, it would be possible for these training classes to get together and standardize courses and present some united project to library schools. She thought that at present it would be difficult to give credit to the training class students.

Miss Donnelly thought it would be necessary to establish standards of admission to classes. Certain schools could be placed on the accredited list and kept there as long as students keep up to grade. The library schools would welcome elimination of some of the preparatory work. If training classes could formulate the equivalent to entrance courses, correlation would be possible.

Mr. Henry also thought correlation might

be possible if training classes would submit courses. He made a plea for the academic background, preferring an academic education and elementary library training to less education and more special training.

The chairman of the A.L.A. Committee on Library Training made no report.

The following officers were elected for the coming year:

Elva L. Bascom, University of Texas Library School, chairman.

Marie Newberry, Toledo Public Library, vice-chairman.

Blanche Watts, Iowa Summer School, secretary.

L. L. MORGAN,
Vice-Chairman.

PUBLIC DOCUMENTS ROUND TABLE

First Session

Eighty librarians were present at the first meeting of the Public Documents Round Table held on June 27, with H. H. B. Meyer presiding.

A brief statement was submitted on

REPORT OF COMMITTEE ON POPULAR USE OF DOCUMENTS

By JESSIE M. WOODFORD, *Chicago Public Library*

A year ago this committee was authorized to continue its work and bring to a practical finish the documents survey reported at the Documents Round Table of last year, by the preparation of a *Handbook on the popular use of documents*, the material for which had largely been supplied by the replies to the questionnaire.

It is a pleasure to report this work as under way, after the usual delays, although not as far advanced as the committee hoped it would be. The *Handbook* has been outlined and submitted for criticism to the chairman of the Documents Committee, and to the co-members of the sub-committee. Through Mr. Meyer it was also submitted to the Editorial Committee of the A. L. A. at the mid-winter conference. The Editorial Committee took no formal action, as hardly enough progress had been made to warrant it, but through Mr. Milam assured the sub-committee of its interest, the secretary adding the hope that the manuscript would be soon ready for consideration.

The plan is for a small, hundred-page, bound handbook, divided into nine chapters and illustrated with a few necessary views of methods. The committee's aim is to provide

a clear, simple outline of successful and practical methods for carrying on popular work with documents—something that will meet the existing need of the smaller as well as the larger libraries, culling from the mass of material which the survey on the popular use of documents has provided.

The chapter headings are as follows: Documents in libraries; How to obtain documents; Classification; Cataloging; Arrangement and care of documents; Preparation for circulation; Publicity methods; Assistants for document work; Documents for popular use.

It may be inferred from the chapter titles that the plans of the committee duplicate Mr. Wyer's justly famous pamphlets: *U. S. government documents in small libraries*, and *Government documents (state and city)*, which he is revising and which will shortly be issued in one pamphlet, but the aim of the committee is to treat the matter from an entirely different point of view, and to avoid all unnecessary duplication by consulting Mr. Wyer's helpful work.

Your criticism and suggestions are most earnestly requested, and your chairman will welcome such, for if the *Handbook* is to be the guide we hope it will be, it must not only be accurate and thoroughly practical, but have the spirit which underlies dynamic force,—the power to serve.

Respectfully submitted,

JESSIE M. WOODFORD, Chairman,
EDITH GUERRIER,
EMMA HANCE,
ALTHEA WARREN,

Sub-Committee on Popular Use of Documents.

Then followed an address on

THE YEAR'S DEVELOPMENTS TOWARD BETTERMENT OF PUBLIC DOCUMENTS SERVICE TO LIBRARIES

BY MARY A. HARTWELL, *Office of Superintendent of Public Documents, Washington, D. C.*

It is safe to assume that librarians who choose to come to this Public Documents Round Table meeting are interested in and familiar with United States government publications; hence many of you may already know the year's happenings in the office of the superintendent of public documents, as the latest printing bill calls our office. However, I hope you may hear something of interest, and I think I may promise you at least one or two real surprises.

In preparing this report of the year's progress, I have followed the lines suggested by last year's round table resolutions and by an official report of July 29, 1921 (not printed), which after my return to Washington I submitted to the public printer, George H. Carter. First of all, let me speak of the

CHECKLIST SUPPLEMENT AND INDEX

Copies of last year's round table resolution, urging the importance of bringing the document catalogs to date and of issuing at an early date a supplement to the *Checklist* and an index to both the original *Checklist* and the *Supplement*, were immediately forwarded by the public printer and by the secretary to the Joint Committee on Printing (Ansel Nold) to the superintendent of documents for his consideration and report thereon. To the public printer, and through him to the Joint Committee on Printing, Alton P. Tisdell, the superintendent of documents, in August of last year submitted a carefully considered report which, however, is too long to incorporate in this paper.

The essential feature of Mr. Tisdell's reply was to the effect that the paramount question is to print up to date the document catalogs that are required by law, and that to do this and at the same time to lay the foundations for the *Checklist supplement* and index would require a reorganized and enlarged cataloging force sufficient to cope

with the situation. This means the immediate necessity of increased appropriations for catalogers in our office, as urged in your resolution of last year, which was sent to the Appropriations Committee of both houses of Congress, but which so far has proved unavailing. Neither your resolution of last June nor urgent appeals made last fall by Mr. Carter and Mr. Tisdell in personal hearings before the House Appropriations Committee and by Mr. Carter on p. 38 of his 1921 annual report to Congress have resulted in the increases asked for, nor in the reorganized and reclassified force absolutely necessary to keep our present trained force intact and to attract new and experienced catalogers to our office.

In lieu of the increased budget asked for, Congress voted appropriations for three additional catalogers, but made no provision for increases of salaries to hold our present trained force. We lost many catalogers during the war and resignations still continue. We cannot keep our quota full. If only one of the reclassification bills now before Congress might become law before June 30! Then eventually there would be hopes of catching up arrears in document catalogs and after that of undertaking the enlarged program of checklist work.

You will doubtless be amazed, as were we ourselves, to learn that the number of publications in the Public Documents Library (not including maps, which were not entered in the *Checklist*) has increased from 100,000 in 1909, when the printed *Checklist* closed, to approximately 300,000 in 1922; that is, an increase of 200 per cent. In other words, the *Federal Government has in the last 13 years issued twice as many publications as it did during the first 121 years of its existence*, between 1789 and 1909; hence a supplement to the *Checklist* would of necessity include twice as many publications as did the original *Checklist*. The supplement, therefore, would be a stupendous undertaking and an index to both the *Checklist* and the supplement would be an even greater task. When the time arrives for resuming checklist work, the superintendent of documents will want a definite statement from librarians as to which they want first—an index to the present *Checklist* or a supplement.

It has been suggested that as a help to librarians in the meantime, a short office bulletin of approximately 60 or 70 pages might be compiled, giving merely a list of series titles for new classifications assigned in our library since January 1, 1910, with an indication of the scheme of book numbers used in each class. It would be similar to our *Bulletin 15*, which listed new classes assigned to October 31, 1913. But office conditions are such that it does not seem possible at the present time to undertake the compilation of such a classification bulletin.

PROGRESS ON CATALOGS AND INDEXES

MONTHLY CATALOGS AND INDEX THERETO. During the past year the *Monthly Catalogue* has been issued more promptly than for many years. It has made its appearance within the month following issuance of the publications it catalogs. This greater speed has meant no added rush on our part, for printers' copy has *always* been sent to the government printing office very promptly at the close of the month; but the present public printer's efficient administration has resulted in far greater speed in the mechanical processes of printing and binding this publication, which gives us the finished product in one month, instead of two. Mr. Carter and his able assistants deserve the credit.

As to the annual *Index to the Monthly Catalogue*, work on this is also strictly up to date. May, 1922, is now being indexed. Naturally the index for the year cannot be finally edited until after the June *Catalogue* appears in July. But you may expect the next *Index to the Monthly Catalogue* as soon as it is humanly possible to finish it and get it printed.

DOCUMENT INDEXES. These also are strictly up to date. Since the Swampscott conference, the *Sessional Index* for the 66th Congress, 3d session, December, 1920-March, 1921, has been issued and distributed; and the galley proof has been read on the next *Document Index* for the last session, the 67th Congress, 1st session, which may therefore be expected within a reasonably short time. Meantime, you have the schedule of volumes for that session. The Congressional documents and reports of the present session, the

2d of the 67th Congress, are, as usual, being indexed as issued.

DOCUMENT CATALOGS. At the beginning of the war work on this series was practically up to date; but, owing to war conditions, the *Document Catalogues* necessarily suffered while our crippled force struggled hard to keep the more current publications going. Under pressure from within and without, our small but loyal catalog force, under the most efficient direction of Helen C. Silliman, has accomplished this past year, in addition to our other regular duties, an amazing amount of work on the belated *Document Catalogue No. 13* for the 64th Congress, 1915-17. I am delighted to report that the catalog is set up in galley form and that more than half of it, that is, the entries from A-Lumber—had already been made up into 1311 pages before I left Washington. Our estimate as to the total number of pages is approximately 2500, double column, large octavo, which is several hundred more pages than the preceding catalog had. We expect that the finished 64th *Document Catalogue* will be ready for distribution early this fall.

WEEKLY NOTES OF INTEREST

Last fall, as noted by Miss Guerrier in *Public Libraries*, October, 1921, p. 471-472, and by Mr. Carter on p. 37 of his 1921 report, arrangements were agreed upon for inaugurating a special library information service in the office of the superintendent of documents, which would take over Miss Guerrier's *News Notes on Government Publications*.

Plans for a new periodical giving information of interest concerning government publications were immediately formulated by our office and were submitted last September to Mr. Carter for his approval. Just about that time, as you will remember, Congress officially put the ban on the issuance of certain periodicals, many of them of long standing and of great interest and importance to the general public. On account of existing explicit provisions of law, therefore, Mr. Carter and Mr. Tisdell were forced to wait.

Now the ban is lifted; for Congress has recently passed a Senate Joint Resolution (No. 132) "to authorize the printing of jour-

nals, magazines, periodicals, and similar publications, and for other purposes," which became law on the 11th of May as Public Resolution 57, 67th Congress.

Under this resolution the head of any executive department, independent office, etc. is authorized, *with the approval of the director of the Bureau of the Budget*, to use from appropriations available for printing and binding such sums as may be necessary for the printing of whatever material of this nature the head of the department may certify in writing as necessary in the transaction of the public business.

Some of the interrupted periodicals will doubtless be resumed under the authority of this resolution; and under its provisions Mr. Carter and Mr. Tisdell hope to launch our new periodical, providing the Bureau of the Budget approves our request for publication. We are now (June 22) waiting for authority to print and we hope that the publication may start soon after that authority is secured.

The publication as planned by us should prove of great interest to librarians and the public generally. It is to be issued weekly and will contain pertinent information concerning some of the most popular and interesting of government publications. It will not have more than four pages a week, octavo size. In addition to the bibliographical descriptions and annotations it will show our library classifications and whether the publications are for sale or free distribution, where they may be obtained, the price, whether or not they go to depository libraries, and other general information of interest.

ADDITIONAL COPIES OF PUBLICATIONS FOR SALE BY THE SUPERINTENDENT OF DOCUMENTS

The 2d proviso to Public Resolution 57, 67th Congress, approved May 11, 1922, mentioned above, is very far-reaching in its effect. It provides "that the public printer shall print such additional copies of any other government publication, not confidential in character, as may be required for sale to the public by the superintendent of documents at the cost of printing and binding, plus 10 per centum, without limit as to the number of copies to any one applicant

who agrees not to resell or distribute the same for profit. . . ."

Our office may hereafter sell more than one copy of a government publication to a single individual.

The proviso is of still greater importance to libraries, because under its authority additional copies of bills, resolutions which heretofore you could not get—and also any other publications not confidential in character, may hereafter be printed for sale by the superintendent of documents. The superintendent of documents cannot distribute such hearings, etc., free, *not even to depositories*; but from previous urgent requests for such publications, we assume that librarians of depository and non-depository libraries may all be glad to pay a reasonable price for them. Of course I cannot foretell what effect this new provision may have on future printing legislation.

CHANGES IN DISTRIBUTION TO DEPOSITORY LIBRARIES

SELECTIVE PLAN. By this time every depository knows that the selective plan is to be put into effect under the act making appropriations for the office of the superintendent of documents (Public Act 171, 67th Congress, approved March 20, 1922). The act carries a provision that "no part of this sum shall be used to supply to depository libraries any documents, books, or other printed matter not requested by such libraries." Only a few words, but they effect a wholesale change in depository distribution.

A selective list entitled *Classified list of United States public documents for selection by depository libraries*, July 1, 1922, is ready for distribution. Depository libraries may on application receive an extra copy of this list; but the list is not for the non-depositories.

In order to receive shipments under the new plan a depository must return the list checked with series of publications wanted. Shipments will be made as usual under the old plan until sufficient time has been given librarians to return the checked list. The checking should, however, be done promptly. Of course those who desire to receive everything may continue to do so by giving satisfactory proof of their ability and willing-

ness to make such government publications available for public use. No more storing of public documents in the basement or attic or other inaccessible place.

Paragraph 2 of one of the Public Documents Round Table resolutions passed last June, in asking for selection of public documents, indicated your desire that state libraries "shall receive everything published." Present legislation grants to state libraries, as well as to other depositories, the full power of selection. It is, however, devoutly to be hoped that all state libraries, or state university libraries, will elect to receive everything; for there should be in every state at least one library which continues to receive a complete set of federal publications.

DAILY DISTRIBUTION TO DEPOSITORIES. It may not be generally known that another radical change becomes effective when the selective plan goes into operation. Shipments to *all depository* libraries will hereafter be made as the publications are issued. No longer will they be held up until a sizable package accumulates, or until the end of the month.

During the past year this daily service has been given to six depository libraries that had made formal application to the superintendent of documents. The experiment worked so well in these cases that the superintendent of documents was just on the point of extending this daily service to all depositories, when he learned that Congressional action was then being taken toward putting the selective plan into effect at the beginning of the new fiscal year. It was deemed wise to inaugurate both changes at the same time.

The depository invoices will be sent as usual at the end of the month.

DEPOSIT ACCOUNTS

In response to many requests from libraries, the superintendent of documents hopes to develop at an early date a plan for deposit accounts, upon which libraries may draw in payment for documents ordered. Limited appropriations for clerical force have heretofore prevented us from maintaining a sufficient number of bookkeepers to handle such accounts. Meantime many libra-

rians find convenient our coupons, which are issued in sets of twenty for \$1.00, each coupon having the face value of 5 cents.

LAST YEAR'S ROUND TABLE RESOLUTIONS

This paper has already shown what action has followed some of your resolutions. I am forced to add, however, that your resolutions on questions 7 and 10 of Miss Woodford's questionnaire relating, respectively, to "changes in covers, printing and decorations of covers" and to "documents needed in popular form," cover matters which are entirely outside of the jurisdiction of the superintendent of documents.

In my report of last July to the public printer I suggested that these two resolutions "relate to matters which might normally be considered by the permanent conference of government officials in charge of publications," which body functions in connection with the Bureau of the Budget. But so far as my observation goes I have failed to notice any radical changes in the form of publications.

PRINTING LEGISLATION

The new printing bill is still in the hands of the Joint Committee on Printing. It has not yet been introduced in either the Senate or the House of Representatives. Constructive criticisms of the committee print of the bill were submitted a year ago by the superintendent of documents to the Joint Committee on Printing. The intervening year has seen radical changes in printing and distribution and the chances are, therefore, that the new bill may largely be redrafted before it is finally presented to Congress.

The following report explanatory of Miss Hartwell's speech was submitted and, with consent of those concerned, is printed with the minutes of this session:

BETTERMENT OF PUBLIC DOCUMENTS SERVICE TO LIBRARIES

A report to the Hon. George H. Carter,
Public Printer, July 29, 1921

BY MARY A. HARTWELL, *Superintendent of Documents Office, Washington, D. C.*

Great interest in government publications was displayed at the conference, not only at the two sessions of the Public Documents

Round Table (presiding officer, Herman H. B. Meyer of the Library of Congress), but also at several other sectional meetings and in personal conversations.

The general consensus of opinion seemed to be that there is now a golden opportunity to accomplish definite results, an opportunity brought about by a timely combination of circumstances, the principal elements in which are: (1) The appointment a year ago at the A. L. A. Colorado Springs conference of a committee to survey the popular use of documents in libraries and to report at the Swampscott meeting of the Public Documents Round Table; (2) The fact that now we have a public printer and a superintendent of documents, both of whom are vitally interested in the library situation and will sympathetically bring library needs and desires before the Joint Committee on Printing and other members of the Senate and House of Representatives; (3) The fact that a new printing bill is about to be introduced and that such suggestions of the American Library Association as meet with your approval and the approval of the Joint Committee on Printing can be incorporated in that bill or in regulations of the Joint Committee on Printing. The most important of those suggestions are summarized in the following paragraphs.

A. L. A. SUGGESTIONS ON PRINTING AND DISTRIBUTION WHICH MAY AFFECT NEW LEGISLATION OR REGULATIONS

(1) **COMPENDIUMS.** Repeated and urgent were the calls for the resumption as a government publication of the weekly and monthly *Compendiums* formerly edited by W. Ray Loomis. These *Compendiums* are absolutely essential to facilitate the Congressional reference work in libraries of all sizes and kinds—federal, state, law, special, business, public, college, reference. Can anything be done to hasten Congressional action on House Concurrent Resolution 19, providing for the publication of a compendium showing the status of legislation of Congress, which was referred to the House Committee on Printing on May 26, 1921?

(2) **CONGRESSIONAL HEARINGS.** There is a crying need in libraries for the hearings printed by committees of Congress. The A. L. A. wants legislation which will dis-

tribute them automatically to libraries. The Association also asks legislation which will provide that the text of bills shall be incorporated in the hearings themselves.

(3) **PRIVATE REPORTS.** Libraries ask that committee reports on private bills be sent to depository libraries as well as reports on public bills, and that the law be changed accordingly.

(4) **SELECTIVE PRIVILEGE.** My announcement that libraries are soon to be allowed the privilege of selecting what documents are wanted was greeted with hearty applause. Evidently this new principle fills a long-felt want and the A. L. A. approves legislation to this effect. However, the Association makes an important suggestion. Many libraries see a grave danger in the selective principle, namely, that it might, and doubtless would, sometimes happen that nowhere in a particular state could a complete set of public documents be found. The Round Table passed a resolution to the effect that the new printing bill should be so amended as to provide that state libraries shall continue to be depositories of all public documents, as heretofore.

George S. Godard, state librarian of Connecticut, suggested a combination of the designation and selective principles, namely, that every state library, or state university library, one or both, should be required by law to continue as designated depositories to receive all government documents, other libraries being allowed the selective privilege.

(5) **LIBRARY CIRCULATION OF PUBLIC DOCUMENTS.** Under existing law public documents are supposed not to circulate. But at both sessions of the Round Table and on many occasions in private conversations I was asked for a ruling on this point. I am sure that you, as well as Mr. Tisdell, will support me in my replies to the effect that the present administration stands for the widest possible use of documents and that no library would be challenged if it circulates documents. But there is a growing demand that the new law shall permit their circulation like other books. It seems most desirable that the law should be changed.

(6) **TOO MANY SOURCES OF SUPPLY.** Librarians complain that there is "too much machinery about ordering"; that "libraries which

are not depositories now have to write to congressmen, then to issuing office, and finally have to purchase." That there shall be one source from which all documents can be obtained, whether free or by purchase (preferably from the superintendent of documents) seems to be an urgent need.

(7) CHARGE ACCOUNTS FOR LIBRARIES. Several requests appear for the establishment of charge accounts for libraries.

(8) DAILY DISTRIBUTION TO DEPOSITORY LIBRARIES. Several requests for a daily distribution to depository libraries were made on cards submitted to the committee appointed at the Colorado Springs conference. These requests are in addition to the four official requests which I have already reported to Mr. Tisdell. I recall one request for a weekly distribution; but many others ask for "prompt delivery as published."

(9) SUGGESTIONS BY H. W. WILSON OF NEW YORK CITY. Mr. Wilson made important suggestions which are worthy of consideration as coming from a highly successful business man and publisher of library reference books. Mr. Wilson wants the government to make it easy for our public to get what it wants. To help in accomplishing this purpose he suggests some radical changes. In the summer of 1920 Mr. Wilson traveled in Europe and found that in Germany post offices are required by law to handle subscriptions for German government publications. And in London he noticed on a single street, not far apart, two stores where English government publications could be bought. Mr. Wilson therefore makes the suggestion that our government sell its wares through the post offices.

He advocates that stamps be accepted in payment, and that an arrangement be sought with the post office authorities whereby the post office will buy stamps back in quantities at a slight reduction.

Another of his suggestions is that all free congressional distribution be stopped and that a charge of at least a penny be made to prevent waste. He goes so far as to suggest that there be no free distribution at all, not even to libraries; however, I am sure that the suggestion to stop the free distribution to libraries would meet with

much opposition from the libraries themselves.

PUBLICATIONS OF THE DOCUMENTS OFFICE

Requests from the A. L. A. for our office publications were made as follows:

(1) That issuances of *Document Catalogues* be hastened as much as possible.

(2) That a supplement to the *Checklist* and also an index to the *Checklist* and supplement be compiled and issued. I quote from a personal letter to myself from George S. Godard, dated July 20: "I certainly hope that provision may be made for the *Checklist* supplement and index to be published in the near future. Such publications would be a long step in popularizing and making accessible the publications of the government, which in many cases today are not accessible, because unknown."

(3) That a compilation be prepared showing new classes assigned from the close of our *Checklist*, 1909, to the present time, a publication similar to our office *Bulletin 15*, which covers from January 1, 1910, to October 31, 1913.

(4) That the "Notes of General Interest" be resumed in the *Monthly Catalogue*. One prominent librarian suggested that they might be syndicated for newspapers. The A. L. A. requests are for "Notes" as were written by Mr. Crandall for several years, ending with the November, 1914, issue. They want general information, not just advertising material such as was included in the "Notes" which appeared for a while longer, but which were eventually discontinued with the August, 1917, issue of the *Monthly Catalogue*.

RESOLUTIONS PASSED BY THE A. L. A.

Among the resolutions passed by the A. L. A. and affiliated bodies meeting with it, the following are the ones which have the most important bearing on the work of the office.

PRINTING AND DISTRIBUTION OF PUBLIC DOCUMENTS. (1) Resolution based on replies from libraries to question 7 of a questionnaire sent out by a committee appointed at the last A. L. A. conference at Colorado Springs to survey the popular use of documents in libraries. Question 7 reads: What

changes in covers, printing and decorations of covers would simplify and lessen cost of preparation for circulation? (Passed by Public Documents Round Table June 25, 1921.)

(2) Resolution based on question 10 of the above-mentioned questionnaire, which reads: What documents are needed in popular form? (Passed by Public Documents Round Table June 25, 1921.)

(3) Resolution based on question 11 of the same questionnaire, reading: Distribution of government publications to libraries (please give suggestions and criticisms). (Passed by Public Documents Round Table June 25, 1921.)

It seems to me that the first two resolutions, on questions 7 and 10, relate to matters which might normally be considered by the permanent conference of government officials in charge of publications, which I understand has recently been inaugurated as a result of your suggestion to the Budget Bureau. The third resolution concerning question 11, about distribution, contains a suggestion for the new printing bill as stated on p. 2, under (4).

For further information relative to the three resolutions mentioned in the preceding paragraphs, it seems to me essential that an examination be made of the replies from libraries as shown by about 300 cards which were temporarily loaned me by Jessie M. Woodford and which are at your disposal in case you wish to see them. Miss Woodford is head assistant in charge of documents at the Chicago Public Library and is chairman of the committee which sent out the questionnaire and reported thereon June 22 at the meeting of the Public Documents Round Table at Swampscott. Her committee is continued for the following year with instructions to prepare a handbook on the popular use of documents.

SALARIES OF CATALOGERS IN THE OFFICE OF THE SUPERINTENDENT OF DOCUMENTS. Resolution asking for increased appropriations for catalogers in the office of the superintendent of documents, in order to bring up to date the series of *Document Catalogues* and to create a new force to compile (1) a supplement to the *Checklist* from 1909 to date and (2)

an index to the original *Checklist* and to the supplement. (Passed June 24, 1921, at a joint meeting of the two associations of State and Law Libraries. Passed also the next day, June 25, at the final session of the Public Documents Round Table.)

Similar action was taken June 24 at a meeting of the College and Reference Section, which voted that the chairman of the section should write letters to the proper authorities in Washington and that the individual librarians be requested to write to their Congressmen relative to the necessity for more money to compile these particular publications.

SALARIES IN THE CATALOG DIVISION OF THE LIBRARY OF CONGRESS. Resolution showing deplorable conditions also in the Catalog Division of the Library of Congress and proving the necessity for increases in catalogers' salaries there. (Passed by the Catalog Section of the A. L. A., approved by the A. L. A. Council, and passed by the A. L. A. at its last general session on June 25.)

RECLASSIFICATION OF GOVERNMENT EMPLOYEES. Resolution favoring the general principle of reclassification and giving approval to any bill which will provide a proper status and classification for librarians and catalogers in the government service at Washington. (Approved by the A. L. A. Council and passed by the A. L. A. at its general session on June 25.)

DEPARTMENT OF EDUCATION. Resolution for the creation of a Department of Education as an independent executive department. (Approved by the A. L. A. Council and passed by the A. L. A. at its last general session on June 25.)

NATIONAL LIBRARY SERVICE. Resolution for the establishment of national library service in the Bureau of Education. (Approved by the A. L. A. Council and passed by the A. L. A. at its last general session on June 25.)

DOCUMENT SURVEY

The charts and graphs which for lack of time to prepare did not accompany the report of the Sub-Committee on the Popular Use of Documents in Public Libraries when presented at the Swampscott Round Table

were exhibited and briefly explained by the chairman.

The maps, charts and graphs pictured vividly the findings of the survey, and brought the following vital points before the meeting:

That there is a deplorable need for library extension, and that there are hundreds of counties in the United States without a public library of even 7,000 volumes.

That there is a great waste of time, money and energy on the part of libraries to obtain free documents for circulation, and that this is shared by the government departments and Congressmen; that 43 per cent obtain free documents; that only 15 per cent purchase. Hence libraries should be able to obtain material through only one bureau.

That educational circles are the largest users of circulating material; that business comes second with agriculture and social life far below.

That two-thirds of the government depositories are in other than public libraries and give only a specialized service not to the general community; that a little more than one-third are in public libraries where the entire community is served. This accounts for the over-balanced proportion of use by educational circles which is directly traceable to the depositories in college and school libraries. Hence the tremendous need of more government depositories in public libraries to increase the service to entire communities and to increase the practical and popular use of governmental publications.

The discussion of the daily distribution of documents was opened by President Azariah S. Root, who had found it extremely satisfactory because he was able to produce a document as soon as news notice was given. The use of documents has been increased and inquiries for document material has been greatly stimulated.

Francis L. D. Goodrich of the University of Michigan Library also favored the plan of daily distribution and had found it a great help in reference work.

Miss Woodford spoke on the increased confidence on the part of the public, especially business men, which had come as a

result of receiving documents daily. The Chicago Public Library is receiving documents even earlier than newspapers and in a few cases before release to the executive departments. F. Mabel Winchell testified that the use of documents has doubled in Manchester, N. H., and Mr. Brigham said that he had been saved much money for telegrams, through the daily distribution.

The *Congressional Digest* was described by one of the editors, Mabel Gram. Mr. Meyer warmly commended the magazine, which is strictly non-partisan, presenting both sides of all questions. It aims to give accurate information on Congressional matters.

The need for a petition to Congress to pass a law to allow depository libraries to circulate documents was brought up. Miss Hartwell, in this connection, read a letter from Mr. Tisdell regarding present practice. A resolution in regard to the discontinuance and changed form of various government periodicals, was asked for. The chairman appointed Mr. Severance, Mr. Goodrich and Miss Woodford as a committee on resolutions.

Second Session.

The first address of the second session was on CENTRAL DISTRIBUTING DEPOSITORIES FOR UNITED STATES DOCUMENTS, by George F. Winchester, librarian Free Public Library, Paterson, New Jersey.

Mr. Winchester's paper made some suggestions which are likely to go far in solving the difficulties librarians encounter in securing documents, especially those which are out of the way, scarce or difficult to handle. His suggestion is that the government maintain a few lending depository libraries or collections located in various parts of the country, these collections to be made as complete as possible, and the librarians or custodians be prepared to lend the documents on requisition from any library within their districts.

This plan would do away with the hopeless efforts of the smaller libraries to take care of large collections of public documents, while at the same time it places a practically complete collection at the disposal of even the smallest library. A moment's

consideration will show that the saving to the government, to libraries throughout the country, and to students and investigators is so great, and the possibilities of development so likely to meet all future needs that it is hoped Mr. Winchester will develop the plan more completely in a revision of his paper.

The next paper was

THE SCHOOL AND THE LIBRARY: THE NEW CIVICS AND THE USE OF DOCUMENTS

BY JOSEPHINE LESEM, *Teacher of Community Civics, Senn High School, Chicago, Illinois*

Educators are agreed that the aim of the new schools' curriculum shall be teaching citizenship and that the core of material shall be furnished by the social studies. They are also agreed that the courses in community life, world history, United States history and problems of democracy (including social, economic and political problems) shall be taught; and that any method of class-room procedure that fails to interest young people in the forming of the habits of good citizenship, of initiative and leadership is a failure. But here agreement ends. Text books are either non-existent or are only partially adapted to courses for which they are designed. The relative time to be given history, civics, economics and sociology is also in dispute. The national associations of education, of political science, political economy and sociology have all put forth programs. And, finally, in order that discussion might proceed in more scientific fashion a new organization, the National Association of Teachers of Social Studies, has been formed. It will act as a sort of clearing house for all ideas and programs and attempt to develop a more commonly accepted opinion than now exists. Enough has been said, I think, to show that the situation in the educational world is somewhat chaotic and that this paper, based as it is upon one teacher's experience and unaccompanied by anything resembling what Mr. Rugg of the Teachers' College, Columbia University, would call a "meas-

ured result", can do nothing more than state the difficulties confronting the teacher of the new civics and trust to the future for solution.

The second phase of our discussion grows out of the fact that two years ago Chicago high schools started upon a reorganization of their curriculum by instituting a social studies course in the second year that was to be required of all students as soon as experiment proved it successful and teachers were available. I was one of the teachers commissioned to inaugurate the experiment. The content of the course was to be similar to that usually given in such books on community civics as Dunn's *Community and the citizen*, Nida's *City, state and nation*, and Hughes' *Community civics* which were the best available texts. But the course was not to be essentially a text book course. It was to begin with pupil experience, with the things that could readily be made a part of pupil experience, and gradually lead boys and girls to an appreciation of great world problems. It was to begin with home, church, school, community; our home, our church, our school, our neighborhood, our city, our state, our nation, and aim toward developing responsibility for the preservation of these institutions because of the great services they render the individual. In addition to teaching facts and mental attitudes, it was to give opportunity for student initiative and co-operative activities.

Such a course you will readily see is not a text book course and never can be. That text book makers realize this is evidenced by the fine long reference lists contained in the two latest and best texts published thus far: Hill, *Community life and civic problems* (Ginn & Co.) and Dunn, *Community civics for city schools* (D. C. Heath). These lists should be in the possession of all schools as well as documents librarians, because they furnish reliable suggestions on certain phases of library equipment for social studies courses.

Where shall the teachers dealing with such a mass of changing fact turn for help? What are the sources to which teachers and pupils searching for truth may go when text books are incomplete, inadequate or not in

line with the latest opinion and information on topics with which they deal?

Because pamphlet material is cheap, because it is often to be obtained in abundant supply at little or no cost, because it is one of the most direct approaches to many problems, the documents librarian has been called on for help. Is the material he has to offer us satisfactory? Will boys and girls use it? Do they like it? What types of documents meet their approval?

Boys and girls will and can use pamphlet material. Some pupils like it and indeed prefer it to any other. One reason for this is that it appeals to three very human emotions: (1) the love of collecting; (2) the love of owning; (3) the love of getting something for nothing. I have known children to gather stacks of material and read none of it. Many students admit that documents are "too hard," "too dry" and "too long" or not easy to handle because the thing they want is a kernel of wheat that must be ferreted out from what to them is a bushel of chaff. But the pupils who like documents do so, they tell me, "because they are clearly written," they "are brief," they have "real facts," they contain "more up-to-date, more accurate material" than does the text.

Because I happened to have 40 copies of the Illinois Constitution, I handed it out for study during two consecutive study periods to each of four classes.

Are the documents now available suited to the demands made upon them by the new social studies courses? Some of them are naturally more usable than others and the pupil comments I have just quoted give us some idea as to the qualities usable documents should possess. They must be interesting, clearly, and concisely written. They must deal with intimate, first hand information, and answer accurately questions that every citizen ought to know about his government and how it serves.

But available documents do not always do these things. Besides, many of them, especially those issued by local governments, are written with a purpose of showing how well a particular official or party administration has done its work, are political propaganda rather than reference material for

searchers after truth. Others are too technical and are of value to the expert or city administrator, but almost unintelligible to the layman, certainly beyond the powers of boys and girls.

Vague rumors of an existing list of documents serviceable for school use and particularly for the purpose of this course have reached me but neither I nor the two documents librarians I have consulted have been able to discover it. Therefore I feel justified in saying that no exhaustive investigation has been made as to which documents now available are best suited to school use.

A. W. Dunn in his *Community civics for city schools* has the longest list of references to government documents and pamphlet material issued by private organizations that has been published, in any text on community civics. It is worthy of the attention of the librarians as are also his preface and the preface to Mr. Hill's book. Both books are, I believe, available for examination by those here this evening. I fear, however, that Mr. Dunn has not tested out his list with children. For example I quote this interesting bit from page 106: "The complete official record of the Senate debate on the Treaty of Peace is to be found in the *Congressional Record*, a file of which should be in your public library."

It is good for boys and girls to know that government publishes and publishes lavishly; it is good for them to know that this material is available and that no American citizen need be ignorant of what government is doing and how it can serve him. But it is indeed a remarkable ninth or tenth grader who can find his way through the Senate debates on the Peace Treaty or who has the time and energy to do such voluminous reading on a single topic. We must consider too the supply of documents. Mr. Dunn suggests that but one member of a class be permitted to write to Washington for each document needed. In the case of certain documents one is enough, but of others there should be a sufficient supply for all or most of the class. Libraries usually have one or two copies of each pamphlet. What will they do on the days when twenty

high school teachers each interest ten students in looking up material on the same topic? When every high school class in the country begins to write for documents to Washington and to the state capitol, will government officials continue to be courteous in their responses to these pupil appeals?

Have I made it clear that the new civics and the problems of finding suitable reference material for both teachers and pupils opens up a vast field for research, for class room experiment, and co-operation among educators including college professors, principals, teachers and librarians? If I have, may I close by listing the points that seem to be vital if co-operation is to be secured and is to lead somewhere?

(1) Text books are inadequate and much of the reference material now available unsatisfactory.

(2) Teachers are untrained in both the method and the subject matter of the new civics. Yet circumstances are forcing them into teaching it. They must reorganize and add large masses of new material to their store of information. They need help and because the new education and the new civics have great social possibilities, means must be found to lighten the burden of the teachers who are carrying the torch that is to illuminate the new day.

I perhaps paint the situation somewhat gloomily, for promising things are happening. The texts published this year show a real advance. The newly organized National Association for Teachers of Social Studies plans to make a nation-wide survey of the situation and to operate through local and sectional branches as well as through a national executive committee. This year, the Chicago Principals' Club and the Chicago Boosters' Club printed two usable pamphlets on the Chicago school system and Chicago as an educational center. Next fall the Chicago Board of Education will publish five thousand pamphlets dealing with institutional and local governments in Chicago and Cook County. Some documents librarians believe that the government should come to our aid and publish digests of, or excerpts from, certain of its reports. But there are dangers connected with asking government to print for schools:

(1) Will it keep its pamphlets and bulletins up to date? (2) Will it be willing to take advice from documents librarians and teachers as to what is interesting and worth while? (3) Will it refrain from using its great power to propagandize the community?

We must not build a new Austria or a new Russia on this side of the Atlantic. If government publishes for information it must speak of things that are and ought to be and not give glowing descriptions of what is not, nor ignore what is deplorable and requiring change.

The exact relationship of the documents and school librarians to the reorganized social studies courses will be, I think, closer than any that has ever existed between the two great educational institutions in our democracy—the library and the school. The work of clipping from newspapers, from magazines, of supplying book and document reference material falls to the librarian. It is the teacher's task to see that her pupils are interested in using what the librarian has gathered. Some day we may have local, sectional and national committees composed of class-room teachers, college professors, business men, and librarians whose task will be one of constantly revising material for class use and who with the co-operation of boards of education, publishers, national educational societies, state departments of education, and the United States Bureau of Education, will supply published results of their work in a form that can be broadly circulated. The time is not yet ripe for dogmatic statements as to the solution of the difficulties I have sketched. But it is clear that the librarian and the teacher must recognize themselves as co-operating in meeting a very real problem.

In commenting on the paper Mr. Meyer spoke of the need for revision of certain documents and for adequate indexing, especially the *Congressional Record*, for which the Library of Congress has found it necessary to make its own subject index. He added that the suggestion for a special condensed edition indicated a lack of perspective on the part of the teacher, since the government publications are not prepared primarily for school use, but for department purposes. Miss Woodford pointed out that

such an edition would also be useful to any citizen.

A short time was devoted to the discussion of the topic, THE ATTITUDE OF THE LIBRARY ASSISTANT TO DOCUMENTS—HOW CAN IT BE IMPROVED?

The question of whether the documents survey be carried further to cover college, reference, school and special libraries, was discussed at some length. Miss Woodford stated that to complete the survey a similar questionnaire, conducted by a committee of specialists would be highly advisable. Dr. Carr suggested a survey from Washington. Mr. Meyer thought that the matter should wait, especially since he could no longer retain the chairmanship of the Public Documents Round Table, and preferred to have such an understanding begun by his successor.

The following resolutions were adopted:

Whereas, The distribution of public documents by the office of the superintendent

of documents in the past year has witnessed many improvements in the service which have been entirely for the benefit of libraries, therefore be it.

Resolved, That we express our hearty appreciation of these constructive measures and improvements, especially the daily distribution of documents to the depository libraries.

Whereas, Through the necessity for economy the government has suspended several periodicals of importance and special interest to the public, such as: *Public Roads*, *Vocational summary*, and *School life*, therefore be it

Resolved, That the Documents Round Table in session request the early consideration of the resumption of these and other similar periodicals because of the demand for them, and their practical and educational value, and be it further

Resolved, That copies of these minutes be sent to the public printer, the superintendent of documents, the Joint Committee on Printing, and to the various government offices concerned.

SCHOOL LIBRARIES SECTION

First Session

The first session of the School Libraries Section which was held in the Hutchins Intermediate School Library, June 27, at 2:30 p. m., was called to order by the chairman, Marion Horton, principal of the Los Angeles Library School, Los Angeles, California, who after a word of welcome appointed the following committees: a Nominating Committee and a Committee to Draft a Constitution for the School Libraries Section.

The chairman announced that instead of having the reading of the minutes of the last conference Martha Pritchard would summarize the achievements of the School Libraries Section for the last two years. Miss Pritchard reported that the results of the investigation in training for school librarianship, made during the two years that she was chairman, had been incorporated in the report of the Library Training Committee (see p. 206), and would be the basis of further recommendations of that body.

The chairman told briefly about the voting contest being held for a two-foot shelf for a county school and urged everyone to vote.

The following paper was read:

OPPORTUNITIES IN JUNIOR HIGH SCHOOL WORK

By MARION LOVIS, *Librarian, Hutchins Intermediate School, Detroit, Michigan*

The Hutchins Intermediate School library is only four months old, but already it is beginning to show definite characteristics and tendencies. It is because this library is typical of intermediate school libraries that I wish to speak of it, and because it may interest you to know what the uses of these various rooms have come to be. The things which are daily revealing themselves to me as significant may, however, be already commonplace to many of you.

Those of us who have gone as librarians into schools of the old tradition have often felt oppressed by the rigidity and formality of the system, and by the supremacy of those facts and subjects represented in the course of study over all other knowledge. We have found often little comprehension that our work was educational, except as it followed and stressed those subjects. We have had our solemn debates with the authorities over whether or not magazines and fiction should be read in school time, and we have

learned either directly or indirectly from our principals that their chief concern was that the library should not prove to be the spot where discipline broke down. From the start, however, we have had the approval of the children, and most of the time, their co-operation. And in every school with the development of the library it has come to be accepted by faculty and students alike as an essential department of the school, and as a liberalizing and socializing agency.

The intermediate, or junior high school, however, has no traditions. It starts with well defined educational principles, and social aims. The five objectives of junior high school education, as outlined by Professor Briggs in *The junior high school* are, briefly:

1. To continue common education, in a gradually diminishing degree. (That is, those basic subjects taught in the elementary schools.)

2. To ascertain and reasonably to satisfy pupils' important, immediate, and assured future needs. (Note here that we do not assume to *know* within the immutably fixed limits of a course of study, what these needs may be. The school is to "ascertain" them.)

3. To explore, by means of material in itself worth while, the interests, aptitudes, and capacities of pupils. (Here certainly is an objective which might well be taken as a library slogan—and the next is in the same spirit.)

4. To reveal to them, by material otherwise justifiable, the possibilities in the major fields of learning; and

5. To start each pupil on the career, which, as a result of the exploratory courses, his parents and the school are convinced is most likely to be of profit to him and to the state.

Here then, the library finds itself in a congenial atmosphere. The school work is avowedly to "explore", to "ascertain", to "reveal", and to "start". The junior high school period is experimental and exploratory, and the method by which these objectives are to be approached is social. What could be more essential or more in the spirit of such a program than a library!

The school spirit and organization so determines the use of these library rooms that

I have taken the time to indicate it. Pupils have no study periods, and no library periods, which means that all pupils who use the library come directly out of a class. Theoretically this is ideal: that the need to use the library should be the stimulus to an immediate visit to the library. Incidentally, it demands the most skilful type of class-room teaching. The class-room work is socialized so far as possible. Pupils are divided into groups, each group with a leader. The groups work on separate or related projects, or unite in class project or discussion as the teacher may choose to direct her recitation. So it happens that any, or several groups may reach a point in their plans where it is necessary to visit the library. This they may do, with the permission of the teacher.

The group comes here, then, with well defined purpose. That is the keynote of effective use of the library. You will probably recognize, as librarians, that that is the note the librarian has to sound continuously in the ears of class-room teachers, especially in the organization stage of the work.

The group enters under the guidance of its leader, and it is a very stern guidance in most cases, I assure you! Generally, they ask for a conference room, and tell me what they are to work on. The leader and I proceed to the shelves to get books. Sometimes they are preparing a program on some subject. One such consisted of the "making of the book"—suggested, by the way, by the general lesson given in the library on the care of books. One member of the group took the making of paper, another the printing process, another the binding, etc. The books are placed in the conference room and the door is closed, the books and topics are distributed by whatever means the children choose, and the understanding is that when each child has his book and topic he is to emerge into the main room and work alone.

Many groups come to dramatize an incident from a story and to assign parts. We have had the slave auction from *The crisis* selected and dramatized by children for a United States history class. We have had the rules for "circles" put into rhyme by

three girls inspired by some arithmetical verses in *St. Nicholas*. The group work with library materials brings out some interesting and original results, which must contribute surprises to class-room teachers. One type of use which we are developing is the method followed by a history teacher who had reached the industrial revolution in United States history. (The class had a student-librarian as all English and many other classes have.) The librarian came to me in advance, and asked what books I could provide on the period. We gathered all we could find on early inventions, lives of inventors, westward expansion, travel by early steamboat, canal and railroad, and placed the books on reserve in one of the conference rooms. The next day the class of fifteen pupils came, under the leadership of the librarian, and, on the first visit, with the teacher also. Books were chosen from the conference room collection, then the pupils came with their books out into the main room, where they read the entire period. As the end of the period approached, the little librarian collected the books, replaced them in the conference room, formed his charges in a line at the door, and they vanished silently. All this took place without a word from me, and with only the general suggestions of the teacher at the beginning of the period. This class came independently of the teacher twice a week until each pupil had read and reported in class on one book, and many had made several reports.

These groups using the conference rooms are the most astonishing and amusing feature of the library. They are secondarily preparing some subject for presentation in class, but primarily they are selecting and evaluating material for their purposes and meeting all the problems of personality and co-operation that one encounters in any committee or club work. There is the worker who wants to "boss"; there is the one who doesn't like his part; there is the one who isn't interested; and there may be the one who is cynical about the whole project. From my observation, there is keen and vigorous interest in the work in hand. The loud voices that penetrate the glass partitions at times are generally, I find upon

investigation, only a climax of enthusiasm—or of exasperation. The conference rooms are used constantly, and, I think, well. I am tempted to go on with particular instances but must stop only to state my belief that they fit the psychology of the junior high school child.

A large proportion of the users of the main room are from the English classes. Our English literature classes have no texts. Their literature work is entirely with library books. We have four copies of each title on the English course of study. The class-room teacher, according to our latest experiment with this problem, may have one copy of each of twelve titles in her class-room. One copy in the library is for circulation, and two are reserved for library reading. Each teacher of English literature sends part of her class to the library for a whole period twice each week for general reading, while she works with the smaller group which remains.

So the library may have in it at any time individuals or groups from all classes in session. Group work is usually confined to the conference rooms, but each child is expected to leave the group when the work becomes individual preparation of some part. There are individuals sent from classes to look up special points, and there are the general readers of books and magazines who come either from an English class, or with special permission from other classes.

The library class-room is planned to accommodate a class at any time a teacher wishes for illustrative or visual work,—books, pictures, lantern slides or victrola records. It seats 40 in fixed opera chairs, and has book shelves and bulletin boards. Pupils have pointed out that one end of it, with the folding doors makes a good stage, so it may be used for class-room dramatics. It is also intended for the courses in the use of books and libraries which will be given.

One more room, besides the obvious office and work-room is the teachers' study-room, which is the largest and most remote of the conference rooms. Here will be shelved the professional educational books and magazines. Teachers may bring books of their own—recreational or otherwise which

they are willing to exchange—and any plan which the teachers themselves suggest will be tried out.

This is a brief description of our library rooms, and these are some of the things that have been developing in them during our few strenuous months of existence. To me, the intermediate library shows promise of being a most vigorous and progressive type of school library.

The meeting was then turned over to May Ingles, librarian, Technical High School Library, Omaha, Nebraska, who presided at the Round Table of high school libraries.

First High School Session

The general subject for discussion was THE RELATION OF THE HIGH SCHOOL LIBRARIAN TO DIFFERENT DEPARTMENTS OF THE SCHOOL.

The first paper was

THE WORK OF THE HIGH SCHOOL LIBRARY WITH THE HISTORY DEPARTMENT*

BY RACHEL BALDWIN, *Librarian, Deerfield-Shields Township High School, Highland Park, Illinois.*

No up-to-date high school would be considered complete without laboratories for the sciences, and work-rooms for the vocational courses. As for history and English, it used to be thought that when a school had provided class-rooms and teachers for these important branches, it had done its whole duty. But now, modern teaching methods demand a laboratory for these also, and that laboratory is the library.

History in modern high schools is a broad term, including civics, and often a smattering of economics and sociology. This group, the social sciences, should open the eyes of the future citizen to his place in the scheme of things; and to this end collateral readings are assigned in books, magazines and daily papers, all of which are to be found in the library.

The wide-awake librarian keeps all such material instantly available, and moreover, is able to stimulate interest in many ways. A bulletin board filled with clippings and cartoons from the morning paper opens the

eyes of many to whom the newspaper has meant only the sporting sheet and the "funnies".

Often, when asked to suggest debate subjects or current topics, the librarian can influence the student to select something of vital, timely interest, thus keeping him in touch with the history that is being made today.

A word in the school paper will often set students to reading magazine articles which, to their surprise, they find as interesting as the latest "best seller". And this is a very vital point in the functions of the high school librarian; for we are preparing these boys and girls to go out into a world in which, according to Mr. Arthur Pound, they will have an increasingly large margin of leisure. We can have no small part in developing socially-minded people, who will use that leisure well.

Edith M. Schulze, librarian, High School, Redondo, California, discussed HOW THE LIBRARY CAN BE OF SERVICE TO THE SCIENCE DEPARTMENT and pointed out that first of all the librarian must study the aims of the scientist and the spirit in which he works. She must read scientific periodicals and be able to show the teachers the wealth of material available, and the students how to use this material. An up-to-date well balanced collection of books, periodicals, pamphlets, clippings, pictures and if possible slides and films to furnish background, should supplement and enrich the course of study. Definite suggestions were made of lists which might be studied to acquire balance in the collection. Miss Schulze stated also that there should be a regular and systematic procedure for getting rid of old material, as well as for acquiring new and up to date lists from other organizations, much of which may be procured free.

Bertha Carter, librarian, Oak Park and River Forest Township High School, Oak Park, Illinois, talked on THE RELATION OF THE LIBRARY TO THE ENGLISH DEPARTMENT. In brief she stated that although the high school library is indispensable to all departments, it is the English department which leads all in its variety of demands upon the library, one reason for this being, that most

*Abstract.

of the outside school activities, such as literary, drama and debate clubs, school publications, etc., are conducted under the auspices of the English department. Miss Carter told of the value of having the assistance of high school teachers in book selections. Emphasis was laid also on the importance of securing the teacher's aid in investigation of the voluntary reading done by the students for helpful insight into the varied interests of the boys and girls. Reference was made to a suggestive article in *The Illinois Association of Teachers of English Bulletin*, for January 2, 1922.

The next paper was

THE SERVICE OF THE LIBRARY TO THE HOME ECONOMICS DEPARTMENT

BY MARY JOSEPHINE BOOTH, *Librarian, Eastern Illinois State Teachers College, Charleston, Illinois*

Books on home economics, in common with those of other subjects, do not include all the material needed in the class room and consequently supplementary material must be used. Pictures, lantern slides, educational exhibits, clippings, pamphlets, books,—all these may be put to use in widening and deepening the instruction in the home economics department and in creating a greater interest on the part of the students in preparing assigned topics.

Sources for pictures may be found in duplicate copies and odd numbers of old magazines, picture sections of newspapers and sets sent out by manufacturing firms. The picture collection, added to almost continuously by a librarian on the lookout for needed pictures may become one of the most valuable adjuncts of the library. There may be found pictures of different commodities as tea and coffee, showing the cultivation and the various processes in manufacture, pictures of the furnishing of different rooms in the house, pictures of costume, particularly historical. Charts are issued by different firms and by the United States government.

Sometimes the history and geography departments have lantern slides which can be used by the home economics department to

illustrate interior decoration, costume and the cultivation and manufacture of different commodities. It is advisable to look over the catalogs of different firms dealing in lantern slides for available material.

In teaching textiles and food products it is advantageous to have educational exhibits. Some firms manufacture exhibits of many kinds at various prices; many firms manufacture exhibits of their own products which are sent free or for a moderate charge. Exhibits of cotton, silk, tea, coffee, cocoa, and flour are interesting and instructive.

Clippings from newspapers and magazines will increase the resources of the library especially on many small, relatively unimportant subjects or on new subjects about which there is little information. When more information is available these clippings may be thrown away.

Pamphlets offer a mass of material singularly useful as they usually deal with a small subject and give it a more extensive treatment than is accorded in books. Manufacturing firms, the federal and state governments, all issue worth-while pamphlets. Many of the editions are limited and only those applying early can secure them. It is well to be on the watch for notices of valuable pamphlets. The *Monthly Catalogue of United States Public Documents* and the *Monthly Catalogue of State Publications*, both obtainable from the superintendent of documents, Washington, D. C., are invaluable. The *Booklist* each month has a list of pamphlets; and the *Journal of Home Economics* includes pamphlets in its section, bibliography of home economics.

Claudia Quigley Murphy is the author of the *Art of table setting*, and *Cocoa*. These may be obtained from her at 41 Union Square, West, New York City, and are quite useful. Many manufacturing firms issue booklets describing their industries and products. Booklets on chocolate, cocoa, coffee, flour, salt, spices, sugar, tea, cotton, silk, wool and canning may be procured. If one takes the trouble to ask the grocer about pictures, educational exhibits, and pamphlets, valuable material for the collection may be obtained.

Both the federal and the state governments issue dependable publications. The

federal government seems especially interested in home economics, as authoritative bulletins dealing with different phases of the subject are issued by the Department of Agriculture, the Bureau of Education and the Federal Board for Vocational Education. Recent *Farmers' Bulletins* which should be of use to the home economics department are: *Home laundering*, 1099; *Pipeless furnaces*, 1174; *House cleaning*, 1180; *Operating a home heating plant*, 1194; *Rice as food*, 1195; *Milk and its uses in the home*, 1207; *Home canning of fruits and vegetables*, 1211; *Floors and floor covering*, 1219; *A week's food for an average family*, 1228, which gives suggested bills of fare and tables of the fuel values in terms of approximate hundred-calorie portions of many of the common food materials; *Chimneys and fireplaces, how to build them*, 1230; Agricultural Department bulletin 975, *Food values; how foods meet body needs*, gives explanations and charts of 50 common foods, showing how far a pound of any one of the foods goes toward supplying the fuel, protein, calcium, phosphorus and iron needed daily by a man at moderate muscular work, and Agricultural Department circular 189, *The well-planned kitchen*. Twelve home economics circulars have been issued by the Bureau of Education. Number 11, January, 1922, is entitled, *Equipment and rooms for home economics department*. This bulletin gives space requirements, with plans, adapted to schools of different sizes and a list of cooking utensils and other supplies. Home economics circular 9 gives detailed home economics courses for junior high schools, for each quarter of the school year. The last home economics circular, number 12, March, 1922, *State certification of home economics teachers* gives the certification requirements in the various states. The Federal Board for Vocational Education also has a home economics series. Bulletin 71, Home economics series 6, by Genevieve Fisher is entitled *Home project; its use in home-making education*. This is a useful publication.

School of home economics connected with state universities occasionally issue bulletins. The University of Illinois has published a number of home economics bulletins in its

series of university bulletins. Sometimes state agricultural experiment stations issue similar bulletins.

Catalogs of firms dealing in refrigerators, heating apparatus, and other household equipment may be kept for use of home economics classes and should prove of practical value. To save space, when the new catalog of a firm is received, the old one may be thrown away.

The question of magazines is sure to come up in any discussion of a home economics department. Certain magazines, as the *Journal of Home Economics* and *Good Housekeeping*, should be subscribed for regularly, provided the funds of the department warrant this, and the back numbers kept on file as they are both indexed in the *Readers' Guide*. Many of the magazines, devoted exclusively, or almost exclusively, to fashions, are quite expensive and of only temporary use. It is entirely feasible, much less expensive, and probably more satisfactory, especially with limited funds, to buy at local news stands only those numbers needed. Three or four different magazines thus obtained for fall, winter and spring use would give a wider choice than if only one such magazine were subscribed for regularly.

Books must be bought for the home economics department. The several volumes of the *United States catalog* will give the author, title, and publisher of books published some time ago; price is also given but this must be looked up in the *Publishers' Trade List Annual*, latest edition, to get the corrected price. *The Cumulative Book Index* will help in selecting recent books. *The Book Review Digest*, with its descriptive note of the book and abstracts of book reviews, which have been published in a selected list of magazines and book sections of newspapers, is an almost indispensable aid. Plus and minus signs are used to show whether a review is favorable or unfavorable.

Pictures and clippings may be kept in a vertical file, classified by the decimal classification or arranged alphabetically by subject, using the subject headings of the *Reader's guide*. Pamphlets may be kept in pamphlet covers and cataloged, provided they

are likely to be in rather constant demand; those of less value may be kept in a pamphlet box with books on the same subject and entered under the general subject only in the catalog; or they may be kept also in a vertical file arranged like the pictures and clippings.

If the library is to be of the highest value to the students in the home economics department each one must know how to use not only the catalog but some common reference books. Just how to get the time for this is a problem that has been worked out in different ways in different schools. Sometimes the English and history departments give half or whole recitation periods to the librarian for this instruction, and why should not the home economics department share this also? Surely the ability to use a library in these days when libraries are so general should be a part of the common education. The librarian, not the teacher, should give the instruction in the use of the library. In the early lessons the rules of the library and the location of books should be explained, the use of the catalog, including author, title, subject cards, and call number, and how to find books on the shelves. Every entering class needs at least this instruction given with problems to work out embodying the points brought out in the lessons. Later on in the high school course, the use of common reference books and of magazine indexes should be explained and problems given. Learning how to use the magazine indexes is particularly important. In home economics, especially, there is much usable material in the magazines. By means of this instruction, the students are able with little waste of time to look up material for topics not only in the high school library but also in the public library, which must be used to supplement the school library.

This building up of the home economics department is an endless quest but it is worth all the time and thought and energy it costs.

Owing to the fact that it was necessary to adjourn the meeting at four o'clock to get to the dinner for school librarians arranged for by the Detroit school librarians, it was necessary to postpone Miss Cook's

paper on **TECHNOLOGY AND MANUAL TRAINING**, as well as any discussion until the Friday session.

The secretary was instructed to receive the annual membership dues of fifty cents from all members of the section.

The meeting adjourned.

After a very delightful dinner party, arranged for the School Libraries Section, by the school librarians of Detroit, informal speeches were made by the guests of honor, among whom were schoolmen of distinction: Dean Courtis of Teachers College, Detroit; Dr. Hillegas of Teachers College, Columbia; C. C. Certain, supervisor of language instruction, Detroit City Schools; Harriet Wood, St. Paul, Minnesota; Annie Cutter, Cleveland, Ohio, and Martha Wilson, Springfield, Illinois. Adeline B. Zachert was requested to draft a greeting to Mary E. Hall, librarian, Girls High School, Brooklyn, New York, without whom it was felt a meeting of this group was incomplete.

Second Session

The second session of the School Libraries Section was held in the large banquet room of the Hotel Statler, Wednesday evening, June 28, and was called to order by the chairman.

The following papers were presented:

THE OLDER BOY AND THE BOOK

WILLIAM HEYLIGER, *Author of High Benton*

Several months ago, while on a lecture tour of the middle west I walked into a bookstore to talk shop with the proprietor. Two rows of *Tom Swift, the rover boy* and other sweet characters of juvenile fiction ran half the length of the store. "You must have quite a call for that sort of stuff," I observed, and the proprietor shook his head. "The demand," he said, "is falling off. All those books should have been sold during the last holiday season. I haven't placed a spring order."

I walked out of that store with a deep feeling of satisfaction. So boys were turning away from the heroes of the impossible and improbable! It was cheering news! But as I went on from day to day, talking to groups of boys of the high school age, I slowly began to realize that older boys—at

least as I found them—were not only in rebellion against the tawdry rot of the cheap series books but were also questioning what some people sometimes call “the high-priced book”—as though price, per se, created style, feeling, imagination and sincerity by some magic power all its own.

After the first shock of this discovery wore off, I found that I was not surprised. I do not know how any person who has had any contacts with juvenile fiction—I dare not say literature—could have been made uneasy or apprehensive by the modern boy's attitude. It was bound to come. An adult world cannot go through the tremendous upheavals that have shaken society without the tremors recording some reaction in the adolescent. The older boy of today is a different boy from the older boy of yesterday. Forces unknown when I was a lad have given him a wider contact with life. To me a seven-mile ride on street cars to a picnic ground overlooking the Hudson river was an adventure. But the boy of today looks upon seven miles as a mere fifteen-minute run in an automobile. We thought we were mechanics if we could mend a broken bicycle chain; today's boy is familiar with the mysteries of the six-cylinder gasoline engine. The morning paper brought us the baseball scores of games that had been played fourteen hours before; today's boy gets the score by radio fifteen minutes after the last man is out. Magazines devoted to mechanics have reached a circulation undreamed of. The boy builds model aeroplanes and assembles his own wireless. We were of our own village, content with small things, going our small rounds; he is of the world with the world before him. He has come out of a boy's groove and is roaming at large; his books are, for the most part, still in the groove and rather unaware that he has left the scene; or if aware that he has gone off on a new trail, his books stupidly wonder why he deserted the old homestead, why he went away, and how soon he'll be back.

He'll never be back—not unless his books light a candle, sweep the house and consign to the rubbish heap all the hackneyed, outworn, tottering old fossils that have been meandering through juvenile fiction and mas-

querading as plot, counter-plot and incident. The same old stories of school and sports, the same old adventures—in short the same old stew cooked and recooked until it would seem astounding that even the typewriting cook doesn't himself weary of the sickening mess and turn from it in disgust.

How futile and how wasted so much of it is! Tell the average writer of the school-sport story to subordinate his sport and then the wreck becomes apparent. For with baseball or football or hockey out, the book is naked. It has no soul, no stirring of the spirit, no thought, no conception save to run over thin ice to an apparent end. In the name of that splendid vision we call the creative spirit what reason can be given for calling such books into being? With them go adventure stories either stale or trite or else recording such affairs as have never happened to mortal boys since the world began. Give such books to the older boy who has an established library contact and at the end of four chapters he can quite likely tell you the plot in considerable detail. Do you wonder that this modern boy of ours is growing dissatisfied with the sickly, pallid creations?

Do you wonder that I found boys who had chanced on Charles Hawes' *Mutineers* telling me of the book in rapture? Gold had been discovered in the mire.

And the pity of it all is that the boy has such a fine sense of perception, such a freshness of reception, such a warmth of appreciation, so much of seriousness, such a depth of emotion to bestow upon that which is worth while. We have given him, in the main, books that are akin, in their poverty of ideas, to the average of adult fiction. He deserves better. Give a hundred adults a book of wonderful conception and skilful execution, and a varying number will tell you they do not like it. They will be governed in their responses by obscure shafts of experience, by open or subconscious prejudices, by groove habits of reading, even by the state of the weather. But the boy is fresh. His life is at the dawn. Tomorrow is a rose page. However much he may pose publicly, alone with a book he is himself—far more serious than we deem him, with depths of feeling that all too few

of us ever probe. Give a hundred such boys a boy's book of wonderful conception and skilful execution and you will have a one hundred per cent response. Their surrender to an author who can reach them is complete and entire. The average adult reads to forget; the average boy reads to remember.

What books do these adolescents want as they stand on that vague borderline between boyhood and manhood? In my experience they want the books that present to them cross-sections of their own real problems, books that carry the romance of life and yet hold fast to the actualities. The world is before them; they thirst to know what it is like. They want adventure, not alone the well-done adventure of physical action, but the adventure that finds its movement in a clash of wills and that writes glory into the commonplace. Everybody likes to feel himself in the hero's shoes; but the older boy demands that that hero be of a pattern akin in possibilities to himself and not a prodigy or a caricature. And lastly he wants the sane, moving, gripping story of character development. That is the type of book that grips him the hardest and leaves the greatest and most lasting impression.

I am a bit timid of speaking of character development. Many years ago I rushed in where angels feared to tread. In a moment of rebellion I wrote to Miss Massee and demanded to know why my early football and baseball stories were not on *The Booklist*. I made quite a point of the fact that each book pointed a moral. At the time I was unaware of the library attitude toward the book with a frankly confessed moral. Miss Massee's response was sweetly charitable. I still preserve it as a model of diplomacy. It proved to me that a learned Frenchman was right when he said, in substance, that language was made for the concealment of thoughts. But, though a great many years have passed since then, I must admit frankly that I have not changed my viewpoint of fiction. The book that can, in its small way, plant the seeds of character culture is still to me *the* book. Dickens and Thackeray had what Jack Lon-

don claimed every writer must have—"philosophy of life." They wrote novels with a purpose. Why, providing a juvenile writer never loses sight of the fact that first and last he is telling a story, can he not write his philosophy of life into his work? Whenever an older boy writes to us in *The American Boy* office to tell us how much he enjoyed a story, invariably he speaks of some emotional scene that touched him, heart and soul. So far as he is concerned, we must get away from the terribly dull thing that is called "the average juvenile." We must give the older boy a literature of his own. Though only a year or so older than the boy who is still just boy, that year bridges a gap irrevocable in its finalities. At present this older boy, wearying of so much in the juvenile room that he calls "kid stuff," is really not yet ready to feel at home in the adult section of the public library. He goes there, finds some books that were in the children's room—books that do have the particular appeal he demands—but instead of having these few books make him feel at home he is depressed because of their small numbers among so many. He doesn't take out books as often as he used to. The books he does borrow he holds for a longer time. And finally he is through. The reading habit has been broken by the very agency that should have built it up—books. To that boy the joy and thrill and stimulation of all that is best in English literature is lost forever.

You cannot call a literature into being for him over night. You cannot call it into being at all. It must be a growth, a development. But I think that it must have, and will have, within limitation, the form of the adult novel. It will handle problems with the full story-telling instinct, and because this is a day of strong forces at work, it will not be a book so hedged in with so-called niceties. It must have characterization, and not mere names of characters. It may be that it will meet with some opposition; but it will triumph, for the breath of life will be in it.

Let us try to realize that this older boy of ours is almost a man. He wants the book that marches in spirit with the growing manhood that is in him.

BOOKS AND CHILDREN IN ELEMENTARY SCHOOLS

BY JASMINE BRITTON, *Supervisor, Elementary School Libraries, Los Angeles, California*

When we analyze the field of library work with children and compare the number of children who are using the public library with the number of children in the schools, it is apparent that the public library is not reaching all the boys and girls in the community. If we approach the problem from another direction and imagine all the children in the schools descending in a wave of enthusiasm upon the public library, there would not be sufficient books to meet their demands. The assignment of topics from one teacher alone to a class of 35 children can exhaust the book collection and demoralize the entire staff of a library attempting to satisfy the insistent demands of the children.

When we ask a class of children for a list of books they have enjoyed, it is distressingly evident from the results that the library has had but a small part in supplying the book which they have read. At present we must acknowledge that the libraries are reaching only a small portion of the children in the community. Before we can hope to cover the field adequately, the library must think in larger quantities than it has ever done before. There must be larger appropriations and greater quantities of books.

The present tendency in teaching is to blend geography, history, civics and reading until there is no period when one abruptly stops and the other begins. The inter-relation of each of these subjects with the others greatly enriches the entire course. Thoughtful educators are supplementing the basic texts with many other books and a librarian who has a knowledge of children's literature to fit the right books to the special needs as they arise. Not only supplementary readers are supplied, but stories and suitable biography relating to the country or period in history then under discussion.

As librarians, we are frequently scornful of supplementary texts because they are without inspiration or literary distinction,

yet they are frequently the only material we can find in suitable form for children and are extremely useful. Dr. Winship says: "In half a century American school books have improved marvelously, almost miraculously. Nowhere in the world have they improved as in the United States. There is not a nation on earth in which the school books approach even faintly those of America". Although there is truth in his statement, we cannot but recall in our own experience many a lesson over which we droned or dreamed. Floyd Dell in his essay, *Were you ever a child?* has cleverly characterized the boredom of a child over his lessons in the following:

"If you want to see the most terrific and damning criticism of text books, open one of them which has been used by a child and see on the margins in fretful and meandering curleques which say as plainly as the handwriting on Belshazzar's wall, "I have weighed this book in the balance and found it wanting. It does not interest me. It leaves my spirit vexed and impatient." I have estimated that the scrawl work in a single average school book if unwound and placed end to end would extend along the Lincoln Highway from Weehawken, New Jersey, to Davenport, Iowa, while the total energy which goes into the making of these scrawls each day in the public schools of New York City alone would be sufficient to hoist a grand piano to the top of the Woolworth building. The grand total for the United States of soul-power that dribbles out into these ugly pencilings amount to a huge Niagara of wasted energy."

A children's librarian within the school system, as part of the official family, can supply the necessary leaven of books that are more than texts, and enliven the recitations for both the teacher and the children. She sees the possibilities of helping to a greater degree and with an understanding she did not have when she lived next door in the public library. Indian life, interesting as it is to boys and girls, become more vivid when James Willard Schultz's *Apauk, caller of buffalo*, is read and one of the long lanky boys in the class can scarce contain himself until he has told the others about listening, as many a Los

Angeles boy has, around the campfire of the Woodcraft League to the author's own story of his boyhood among the Indians. From this interesting account directly related to boys' own experience, one can frequently venture into the more difficult field of biography and include Eastman's *Indian boyhood*.

When a class is studying about England, how grateful the teacher is when you put into her hand *Merrylips* and tell her the setting is in the time of the cavaliers, and that her girls will grow enthusiastic and the boys will think it not half bad; that Beulah Marie Dix lives here and has a small red-haired daughter about Merrylips' age, with the fervor and energy traditionally attributed to such folk. If the class is studying about the Sahara Desert, we can think of nothing better to give them for atmosphere than the race on camels across the desert sands in *The lance of Kanana*. It is such books as these that in addition to accurate impressions of place or period in history give us much more in life values. They give us history plus. They "lessen the gap in education between learning and living."

One of the educational catch words of the day is "silent reading." While the objective of silent reading is the ability to read rapidly, accurately and with comprehension, it also includes the forming of the habit of reading for pleasure. It is the emphasis on the pleasure of reading, the fun of reading, in which the library is concerned, and in which it can be of very definite assistance, both to the teacher and to the children. It is the school's phrase for something for which the library has stood in all its work with the children. Here is our opportunity to help in the new emphasis of an old problem.

In planning library service in the schools and considering where we can gain the largest returns for energy expended, it is of first importance to consider the great help the teachers can be. There is no estimating the multiplied influence which can result from one teacher who loves books and passes her enthusiasm on to forty children under her care and also the far reaching influence through the years as class after class of boys and girls pass under her influence.

There is no attribute so valuable to a teacher and librarian as the power to impart to others one's own enthusiasm for books. Yeomans in his *Shackled youth* calls it a divine gift and pays tribute to a teacher, whom many of us know, in whose teaching of literature "you see that ancient and most moving thing, the field and the sower, the lamps and the lighter." It is a situation charged with an enormous potential, with a voltage of which physics knows nothing.

When the school librarian sees that the story of the "Tongue cut sparrow" is studied in the third grade, she provides the teachers of that grade with Williston's *Japanese fairy tales* from which the story was taken, and the teachers in turn use it to enliven the reading period and to broaden the children's interests, while throughout the children are forming the habit of reading for fun. So also the reading lesson on the mishaps of *Larry and Eileen*, who are taking their pig to the country fair, brings forth many giggles from the children and when their teacher can produce an entire book of the *Irish twins*, their delight is supreme.

Then a dismayed principal comes to us and confesses that her eighth grade is leaving school in four months with the conviction that reading is a bore and to be avoided if possible—that not one child, of his own volition, has ever read a complete book. We scurry around to provide the remedy of the right books and a children's librarian who will serve as the Fleischmann's yeast in the book world, stirring the sluggish brains to greater activity and quickening the imagination. More and more we are discovering the futility of applying education on the outside without the leaven of interest working on the inside.

I am constantly impressed with the very fine class of teachers today and their progressive methods in education. They are not hampered by precedent; they are willing to experiment. For some time many of them have been dissatisfied with the usual graded reader. They have believed that as soon as the children mastered the mechanics of reading in the primary grades, they should be given literature—real books to read through. For two years, we have been

experimenting with this method. It was not undertaken on a wholesale scale for every school and every grade in the system, but was first tried in the sixth grade by a selected group of teachers who could take up, pliantly and effectively, new methods and who believed in books. The plan is to supply the entire class with copies of *Treasure Island* or *Hans Brinker* or some other standard story previously decided upon, with incidentally an attractively illustrated edition of the book on the teacher's desk. These books are introduced during school, but any child may take one home if he wishes. Class discussion follows the reading. Another method has been to have every child read a different book. When they have finished the books, they consult with the teacher and with her guidance report to the class or tell a dramatic incident from the book of their choice. Do you wonder whether the spark of inspiration can be given in the formal classroom? There are teachers who love books, know children's literature, and with rare art open the windows of our minds until we can look up and up unto the stars. If a child comes in contact with but one such teacher, it is enough. He will continue on his way through life seeking the satisfaction that books give.

In spite of the enormous number of children we are not reaching, we find encouragement along the way in those folk who have the genius for happily mixing books and children and evolving book lovers. A piece of fairy gold came our way recently when the seventh grade children at the Rose Hill School decided on a book program. The children themselves worked out the details of books, authors and favorite characters about which each one was to talk. Can you see the class leader, Ascencion Marquez, an olive skinned Spanish girl, whose eyes glowed with freedom and happiness she had found in books, as she ardently expressed the keynote of the program in Stidger's poem:

Books, Books, Books
And we thank Thee, God,
For the light in them,
For the might in them,
For the urge in them,
And the surge in them,
For the souls they wake

And the paths they break,
For the gong in them
And the song in them,
For the throngs of folks
they bring to us
And the songs of hope they
sing to us.

Not only did the class giving the library project expand greatly in their appreciation of books, but the entire school responded and declared it the best assembly of the year.

During Children's Book Week, the library alone could not penetrate far into the community life without the sympathetic help of the teacher in suggesting to the children, in one form or another, the germ of the idea that it would be a wonderful thing to have a book of one's very own for Christmas. The library supplied the necessary list of books from which to choose. The teachers developed the thought in any way they thought effective. In one case, the children wrote letters home, telling which book they wanted most. We much enjoyed that of Lily Chung, a little Chinese girl with entirely modern American tastes: "Dear Mother—I want the book of *Peter Rabbit* for my Christmas. He is a funny rabbit who ran away and ate cabbages and I would rather have him than a toy stove. Your loving daughter, Lily" At this time, the elementary school library throws all restraint to the winds. The requirements in the course of study are neglected; dust and cobwebs gather over books that are good for you and instead we revel and recommend to teachers, parent-teacher associations, mothers' clubs and the children themselves, all the good old tales we can think of and such recent books as *The mutineer*, saturated with the salt sea, pirates, hidden treasure, violent deaths and Malay savages, around which sweep storms and gusty winds enough to satisfy any boy's demand for action. Then there is Howard Pyle's *Book of pirates*, where swaggering, desperate buccaneers crowd the pages. What gorgeous pirates they are, in their rich red, golden yellows and turquoise green, bearing down the deck with knives in their teeth—pistols in either hand—ah! then it is that one small girl longed to be a lady pirate. No one before or since has had, in this field, the same vigor and originality marked by a direct simplicity as Howard Pyle.

Turning from pirates to poetry, there are the whimsical verses of Rose Fyleman to charm us and make us believe again in fairies when we come upon this in her new collection:

The Fairy Flute

Some days are fairy days. The minute that you wake
You have a magic feeling that you never could mistake.
You may not see the fairies, but you know that they're about
And any single minute they might all come popping out.
You want to laugh, you want to sing, you want to dance and run;
Everything is different, everything is fun.
The sky is full of fairy clouds, the streets are fairy ways—
Anything might happen on truly fairy days!

For Children's Book Week this coming fall Los Angeles is already making plans to which we believe the children will respond with enthusiasm. The public library has formulated the scheme. The schools, boy scouts and booksellers have all agreed to work on it. If the recommended books are to be on hand in the stores in sufficient quantities to justify a city-wide campaign among a hundred thousand school children it is none too early to begin. The slogan among the children is to be "Earn a book." The scout masters are planning to encourage their boys by allowing it to count so many points toward an honor.

The drawing department in the schools will direct the making of posters for Children's Book Week. A real project like this accomplishes several things. It increases their skill in drawing, it educates the children to appreciate the joy of books and the posters give the library advertising material for the community. The lists will be distributed to the children through the teachers, with the commendation of the superintendent. We believe the children will respond to the "Earn a book" idea. A book so earned will become a very real part in that child's life. For many it will be the beginning of their own library and better books will be purchased for it.

Ideal library work with children should combine the advantages of a public library, for the children who seek it out, and the

advantages of a school library to which all the children are constantly exposed and in which can be started an interest in books, an appetite to be appeased by the wider collection of the public library.

So it is apparent that the field within the elementary schools is vast and as yet practically untouched. There can be no question of the essential value of such service to the schools, towards improving and increasing the reading throughout the community.

BOOKS IN THE JUNIOR HIGH SCHOOL

By LAURA GROVER SMITH, *Librarian, Virgil Junior High School, Los Angeles, California.*

The junior high school librarians of Los Angeles have recently compiled a list of about 1800 titles, revealing the fact that we overlap the elementary book list at one end, and the high school list at the other, and in addition have many books for this delightful age of children.

This particular age is what my mother called the "book and apple core age." There is no other time in life when reading gives such keen pleasure, and no other time in life when education can be so pleasantly disguised as these three junior high school years, the 7th, 8th and 9th grades.

My library is in a school where the principals believe in assigned periods and 1100 boys and girls come twice each week and may come at any time for reference work. I therefore see each child every week twice while he is in the 7th, 8th and 9th grades. I feel then I know him very well, for I have shared his problems and we have shared our enthusiasms for three years.

This systematic exposure to books leaves a permanent impression, and whether the child is conscious of it or not, there is a continuing influence and he must with no effort on his part become a reader of books.

It is also the age when the librarian is a librarian plus the card catalog, and in the high school it is, and should be, the card catalog plus the librarian. A morning like this must involve the librarian, no matter how many analytics she carefully has made; "Miss Smith, how much does it cost to run

the city?" "What time is it in Denver, when it is noon in Greenwich?" "What is the origin of red tape?" "What is the difference between kingdom and empire?" One little girl wanted to know how each of the Apostles met his death? And at the end of this very fatiguing day a little, black-eyed Jewish boy came in and his father wanted to know how old Moses was when he died. By this time I was ready to envy Moses his lonely resting place.

"Exploratory opportunities" is the somewhat generic phrase familiar in junior high schools defining opportunities made for the side excursions of the child's mind. It is the age of ideals, of dreams, of imagination, of experiments, and a constructive sense which is mixed with a love of adventure. This mind traveling would not be possible without the library.

In these magic years the child finds himself in a great field, with freedom to wander—a few years later his vision narrows with the definite aims of life and successful education must go in paths. As some one has said, this is the age one teaches children—a little later one teaches subjects.

In line with the exploratory idea, a day stands out in the annals of our school, which convinced the children the library was with them and for them. One of the boys brought an aeroplane to show me—he was followed by others, and we decided it would be a fine thing if we could have an aviation meet—our principal was willing—the manual training department helped—the library offered prizes for the best essays on the past, present, and future of aviation—its war achievement, and a story. All the English classes competed. We were worn to shreds with the extra work, in selecting the material. But the morning came, the essays were fine, the aeroplanes flew more or less, the newspaper reporters called it the first school aviation meet. Cecil De Mille flew over our heads in a big machine, Eddie Rickenbacker wrote us a letter, and the little girl who wrote the best story had it accepted by *St. Nicholas*. We thought on the whole it was a successful day. We felt we were making history—for on that same day the three great aeroplanes "hopped off" to cross

the Atlantic, and we had tied up our interest with one of the great achievements of the century.

Science is advancing so rapidly that this already seems ancient history, as does our first radio day. We feel like pioneers, for it is two years since the boys asked me if they could install a radio in my workroom. There were really three and the school routine was somewhat disturbed, but the children were contributing to science. They had poured into my ears the story of radio; with what little equipment and large accomplishment. I lived in a whirl of technical terms, and at last we were 'hooked up.' The mysterious thing seemed an ancient and well-known, and not at all extraordinary fact to these boys. But, never shall I forget their faces, they were blind to every one and deaf to all the world excepting the revelation of the air. It was the spirit of youth—perhaps it is no longer in the city street, but in the walks of the invisible plane. This adventure takes the place of that dream land when boys wanted to go to sea.

Instead of longing to be a pirate, with great hook earrings, and pacing the deck, the boy is content to wear the wireless earpiece, and dream of being a radio engineer, of some other kind of adventurer in science.

The result of this day, and one other, when we heard President Harding's speech as it came through in code from the high power towers at Arlington, as it was relayed across the continent, was a great desire not only for radio literature, but all books of science.

Our scientific magazines are torn into shreds and tatters—we take *Scientific American*, *Popular Science*, *Popular Mechanics*, and *Radio News*, and at the end of the month there is nothing left to bind, but all that scientific information has found its place in the active minds of the children.

I must say a little about our library lessons. All junior high school librarians have young student assistants who are very much alive. In addition to the five periods of work each week, there is one period of instruction. Besides the technical things I tell my class, which consists of the assistants and as many A9 and B9 children as care to

come, something about the structure and history of the book, the story of the title page, encyclopedia and dictionary, special reference books, our magazines and *Readers' Guide*, one lesson on publishers and one on illustrators; not that I think the children acquire much on the last two, but at least they learn to look for the author's name, the publisher and the illustrator. This habit of looking for these things may later create a discriminating taste.

After a lesson on the classification and card catalog, one of the boys asked me if Callimachus were anything like Dewey? I confessed to knowing something about Dewey, but nothing about Callimachus. He, however, informed me that the guy, Callimachus, was the librarian of the great library at Alexandria and had made a classified catalog of the books, which is all we know of its priceless treasures.

Our lesson on the dictionary revealed many surprises and delighted the class, especially about the retirement of old and the making of new words—aviate, nose dive, hangar, shoot, camera, and now, broadcast, jamming the ether and hook up. Real estate agent and insurance agent have recently been scrapped and the dignified insuror and realtor taken the place. Hike and joy ride are in the last Funk & Wagnalls dictionary—the latter gravely defined as “a ride taken in some one's else automobile, usually at a high rate of speed.”

Another of my boys, so his father tells me, thinks that the library economy would be greatly improved if the publisher would stamp the classification number on the back of the book and on the title page when it is published! This opened endless possibilities—why not? The publishers might send skeletons of their books to a committee of the A. L. A., who would classify them, as is done in *The Booklist*, and how it would simplify everything if catalog cards could accompany each book. That is too much to dream—but the fact of the boy thinking of it was interesting.

We have one lesson which is a gala affair and we only have it at rare intervals. It is a living library lesson, when ten girls come in to music and stand a number of feet apart, before the book shelves answer-

ing to their names, Philosophy, Religion, and throughout the classification, telling in a few words the wealth they hold. Then another group comes in, books, which are classified in place. Then fiction comes, followed by well-known and well-loved characters. All are in costume and all respond to their names. Lastly, comedy comes in, by way of the dictionary and encyclopedia and *Readers' Guide*, a wise person, who says:

I am the *Readers' Guide*,
I take a little pride
In showing you inside
The current magazine.

More rhyme follows, and the lesson ends when the Yankee at the Court of King Arthur comes in and takes them all out.

You may be interested also to hear of our teachers' library class. At the suggestion of one of the teachers we are starting something new—a teachers' library class. They come at the lunch hour and have their lunch in the library, and we talk about library things, the classification and the card catalog, the magazines and recent articles, something of publishers and editors, library news and late books. In this mutual interchange we are helping each other, and next year we think it will develop into an interesting symposium with an occasional outside speaker. Each term we hope to have perhaps four or six of these meetings.

THE HIGH SCHOOL STUDENT AND THE BOOK

By STELLA WHITTAKER, *Librarian, Hope Street High School, Providence, Rhode Island.*

In order that you may more fully understand what I wish to say to you this evening, may I make an explanation of a personal nature? My career as a high school librarian is confined to the last two years. Previous to that time, I was, for many years, a teacher of the classics. In the first week of my teaching experience, I spent an evening carefully analyzing my ideals and purposes. At the end of that evening I formulated a creed to which I adhered throughout the period of my teaching career. The creed substantially was as follows:

I believe that the thoughts of the great

and wise are revelations made to them of the sacred inner mysteries; that these revelations embodied in literature must be made accessible to all in order that all may approach, if not attain, to the same relation to the great, to the divine, which the author himself enjoyed; that in the period of childhood and adolescence, the mind is most impressible, most receptive to truth; that it is the high privilege and sacred duty of the teacher to make all such revelations of truth and beauty especially attractive and accessible to youth and, I would add, to all who come within the field of her influence.

To my consternation, the demand for fiction was at first confined almost exclusively to the Anne books, the Elsie books, those by Mary J. Holmes, Alger, and many others of even less value. Although a few of the students longed for those books until the end of the year, by far the greater number were soon enthusiastic readers of Alcott, Cooper, Mark Twain, Scott, Churchill, Connor, Tarkington and Stewart Edward White, all of whom are wholesome, interesting and worth while for boys and girls, supplying the romance craved by the girls and the adventure demanded by the boys of high school age, but both restrained into wholesome channels. When *Ramona* is returned, it is so easy to bring about a little discussion of its interest and charm. This opens the way for me to suggest the book, *Through the Ramona country*. The reading of this is very likely to lead to that of *The Rocky Mountain wonderland*, *Some strange corners in our own country*, *Through Glacier Park*, and *The West through a car window*. The discovery that a boy or girl cares for dogs gives me an opportunity to put the *Call of the wild* into his or her hands and, after that is read, the student almost invariably reads *Greyfriar's Bobby*, *Bob, son of battle*, *Buff*, and Mark Twain's *Tale of a dog*, with its splendid appeal to the deeper, finer nature of the reader. Meanwhile, the National Geographic *Book of dogs* lies on the table or is otherwise easily accessible. When the boy has read *Greyfriar's Bobby*, I show him pictures of old Edinburgh, the castle, Greyfriar's churchyard, Scott's monument, Holyrood palace and other places alluded to in the book. This naturally makes him

wish to read Scott's novels, *Chosen days in Scotland*, *Scotland* by Rait, *Robert the Bruce* and *The life of Sir Walter Scott*. If reading the *Call of the wild* aroused in the boy an interest in things of the North, he is ready for *A tenderfoot with Peary*, *Doctor Grenfell's parish*, *Adrift on an ice-pan*, *Farthest north and Nearest the pole*.

For a long time essays lay unread on the shelves, but there is seldom a day now when I do not see them being read with apparent interest and enjoyment. I well remember in the early days when essays were being introduced to our students, an experience with an interesting boy in the school. This particular boy led his class in the commercial department, which necessitated hard work. In addition, he went to Boston twice a week to take a music lesson; practiced five hours a day on his violin and gave music lessons to several pupils in order to pay the expense of his own musical education. He came into the library hurriedly one day and said: "Have you any essays that are not so dry that they would fly out of the car window on the way to Boston? I never saw an essay yet that wasn't as dry as that." "Yes, indeed," I replied; "I have many essays which I am sure you would enjoy. Have you ever read Stevenson's *Apology for Idlers*?" "No," he replied, with a smile, "We went to the essay shelves and together looked over and discussed the possibilities of several volumes. He finally decided to take the volume of Stevenson and went hurriedly away. The following morning he came to my desk, with shining eyes and face aglow, exclaiming, 'I didn't suppose anything could be as interesting as those essays were. Have you read *Aes Triplex* with its 'All who meant good work with all their hearts, have done good work'?" This had touched and set into vibration the interest of the boy, which had been captivated by the *Apology for Idlers*. The reading of Bennett, Repplier, and Emerson, together with many others, followed, and so essays, the high water mark of literature, had made an appeal far beyond my fondest dream for them.

It was the last day before the Christmas holidays, a year ago last December, when a girl of the junior class came to my desk

with this question, "Who was Queen Esther? I have heard of Queen Elizabeth and Queen Victoria and several other queens, but I never heard of Esther. Where did she rule? Our English teacher makes us look up all these allusions." "There are several reference books," I replied, "in which you might find an account of Queen Esther, but I think it would be better to go to the original source for your information. You will find it in the Bible. It is a story full of dramatic incident and tragedy. I wonder that it has never been filmed." She took the Bible from the shelves and, going to one of the tables, read, with apparent interest, until the end of the period. At the ringing of the bell, she brought it to the desk and asked if she could take it home, saying, "It's such an interesting story that I want to read the whole of it." I explained that some one else might need it through the day, but at the close of school she could take it and read it during vacation. The fact that she had never had a Bible in her hands before, although born and brought up in the city of Providence, was brought out during our conversation.

On the morning on which we reassembled after the Christmas holidays, she came to the library before school opened, her face all aglow, and said, "Isn't it interesting! I've read some in the front part and some in the back and I'd like to read it all. May I take it again?" She did take it again and again until she had read the Bible through.

Last March I wished to tell the Association of New England Librarians some of these experiences and thought it well to get the sequel to that story of the Bible, so I asked the young lady what she was reading and learned that, while she had practically never read a book through until she had read the Bible, she had read many books since that time. Her teachers in the meanwhile had told me of her rapidly developing interest and improvement. I asked her if she owned any books and she replied that she had never owned a book until within a year, but whenever she has money now which she can spare she invests it in some good book. I asked her to give me a list of the books she had bought and when she brought it I found that it contained

the titles of 126 volumes, among which were the *Harvard classics* complete. She explained that she didn't have much time for reading because she worked in the office of a store afternoons and Saturdays, and the money which she earned was necessarily spent to clothe herself and younger sister so as to make it possible for them to go to school. These books, then, had been purchased at the cost of self-denial. She also gave me a list of the books which she intends to buy as soon as she is able. The first is an encyclopedia, which is followed by Shakespeare's works. If I am not mistaken, the only fiction on the list is *Les Miserables*.

My first great adventure was in the field of biography, when I had an opportunity to read aloud to two freshman English classes on an unprepared day. I read from the *Promised land* and at the end of the period in each class the pupils crowded about me to ask if they could take the book home to finish it. It was necessary for me to provide two additional copies and to establish a waiting list. While the pupils were waiting for their turn they were easily guided to *Twenty years at Hull House*, *Helen Keller's Story of my life*, *The Life of Theodore Roosevelt*, *Making of an American*, *The Life of Alice Freeman Palmer*, *Florance Nightingale*, *Clara Barton*, *John Burroughs*, *Up from slavery*, and many other biographies. The reading of biography was contagious; it spread through the school; passed through the acute stage and became chronic.

As you have already seen, we have epidemics in our library, or rather in our school, as in the case of biography and essays. Our first poetry epidemic was an unforgettable experience.

In November of 1920, as I was closing up some of the records of the day, three girls of the junior class strolled into the library, arms about each other's waists and looking very much bored and blasé. "Have you any poetry?" they asked. "Yes," I replied. "What would you like?" "We don't care for poetry, but our teacher in oral English says that we must learn 35 lines within six weeks." "Do you care for the modern poets?" was my next question. And again

came the reply, "We don't care for poetry." I asked them to go to the poetry case and bring to the desk eight or ten volumes of the modern poets in whom I thought there might be an appeal for these girls. They brought me Bliss Carmen, Robert Frost, Eugene Field, Robert Service, Masfield, Kipling and others, and I read a poem from first one volume and then another to them, not realizing, in my own enjoyment, how long a time I was reading until I glanced up into the face of the clock and found that I had been reading three-quarters of an hour. The fact was, I had utterly forgotten my audience and, as my glance rested on the girls, I found that my audience consisted not of three girls, but of 20 boys and girls, who had come in quietly and were listening attentively. I know that there were 20, because I charged out 20 volumes of poetry before they went away. This was the beginning of a poetry epidemic. They forgot that they were required to learn 35 lines in their enjoyment, at first, of the modern poets, and later of the earlier, or classic poets. The reading of poetry spread through the school, regardless of classes or requirements, and it still is as popular as it was at first. In fact, 62 per cent of the books drawn from the library for home reading which is not required, consists of biography and poetry; less than 27 per cent is fiction.

At the same time a boy whose name I had always heard whenever I saw a group of teachers talking together, and never with commendation, came gaily into the library and said, "Miss Whittaker, I've got to learn a poem. Have you got any?" "Yes," I replied. "What do you like?" "Oh, I don't like any of the stuff, but I'll learn anything you say." "No, I don't wish you to learn a poem because I say so, but because it is something you like, and enjoy. Bring me, please, some volumes from the poetry case." I named several of the modern poets, and he brought them to me. As there were pupils at work in the library, I could not read aloud to him, so I told him of several which I thought he would enjoy. He took the books to one of the tables and read, with apparently increasing enjoyment until nearly time for the period to end. Then he

came to the desk, saying, "I didn't suppose that poetry could be like that. Gee! I like it." "Did you read Joyce Kilmer's *Trees*?" I asked. "No, I didn't see it," he replied. I told him he would find it on page 180, and that I cared so much for that poem that I should be glad if I knew that he, too, enjoyed it. He took the volume of Kilmer to the table and, as he read, I watched him from the corner of my eye and saw that his muscles actually grew taut in the enjoyment of those rare lines. Having finished it, he arose from his seat, unconscious of everything about him and conscious only of the vision which he had gained. With the book in his outstretched hands, he crossed the room to my desk and in awed accents exclaimed, "Isn't it wonderful, Miss Whittaker! I never thought of that before, only God can make a tree." Dating from that time, this boy read poetry increasingly. It was not long before I heard his teachers speaking of the improvement in his conduct and work, and in May of this year, it was my joyful experience to help him make his plans to enter college next fall. As he expressed it, life had meant just a good time to him until about a year ago. He knew that his father would pay all expenses and his only ambition was to have the greatest amount of pleasure possible, but with this new vision had come an ambition to "make a man of himself."

BOOKS AND NORMAL SCHOOL STUDENTS

BY GRACE VIELE, *Teacher Librarian, State Normal School Reference Library, Buffalo, New York.*

"Is there anything," asks George Moore, "more discouraging than to find one's daring definitions accepted as commonplace truths?" Such a discouragement, I fear, would be mine were I to attempt to define my ideas about books and normal school students. Moreover, my attempt would involve for you the extremely irritating experience of being harangued to adopt a point of view which is yours already. So let's not waste time discussing a subject upon which we agree perfectly! Let's just play a game of make-believe. Let's pretend that the

ideal normal school library which we have all conceived has been actually established. Let us inspect it together, and see what it is accomplishing.

In the well-stocked and (as we note enviously) well-weeded stacks we find plenty of copies of all the books necessary to supplement the text-book work in the various classes. We approve the reference department with its abundant supply of up-to-date tools used constantly by teachers and students trained to appreciate its resources. We admire the vertical files; the adequate bulletin boards (on which the clippings and notices are always read); the racks and files of the best periodicals, professional and literary; the recitation room for library classes, the work rooms for the library staff; the glass-inclosed alcoves in which small groups may confer on debate work, lesson plans, etc.; and the study where courteously quiet young people, having made intelligent use of the card catalog, discriminately consult indexes and tables of contents, or sit at conveniently arranged tables and with "clean, dry fore-fingers" turn un-pencil-marked, un-dog-eared pages.

Leaving the children's department for the week or so which I know we are planning individually to spend there at our earliest opportunity, let us visit the browsing room.

Of course, the master story tellers of past generations and of our own day are abundantly represented. And there are books of poetry, and plays, and essays, and letters, and biography and travel. Such histories as those of Parkman and Van Loon are there; and the books of scientists like W. H. Hudson and Beebe who give us not only accurate information, but aesthetic pleasure. And there are the children's books which ought to be known and loved by those whose life work is to be the teaching of children.

Here once a week is held a story hour. Sometimes the stories used in the children's room are told for the benefit of eager grown-ups. More often one of the literature teachers, or a student who has shown ability in intelligent, appreciative, oral reading, reads alouds from perhaps *The Pickwick papers*, or *Prometheus bound*, or possibly *Puck of Pook's Hill*, enough to whet the

literary appetites of the hearers and inspire at least some of them to finish the book for themselves. Occasional talks are given on interesting authors or illustrators.

Here the students are acquiring tastes and habits which will, perhaps even more than will their pedagogical studies, affect their future power for good as teachers.

The leisure time of teachers is not abundant. Those who are wise spend a certain amount of it in the open air; and they are indeed fortunate who know how to get from the brief residue true recreation of soul and spirit. In the browsing room, those students who have been in the habit of reading for recreation, but whose reading has been chosen not wisely nor too well, disappointed at first at not finding their favorite authors, discover in the course of time that Willian DeMorgan is quite as pleasant reading as Gene Stratton Porter, Harold Bell Wright, or Grace S. Richmond, and Conrad even more thrilling than Ethel M. Dell.

But the truly recreative virtue of a book lies not in pleasantness of subject matter but in the sincerity and nobility of the author's purpose, the truth and beauty of his vision, and his power to interpret that vision truthfully and therefore beautifully. This fact the browsing room reveals, slowly but in the end surely, to its habitual users. These, meanwhile, are acquiring unconsciously the ability to enjoy consciously that intangible quality known as style and are learning the important truth that the exercise of one's powers of discrimination and judgment is no more incompatible with mental recreation than the exercise of one's power of locomotion is with the physical pleasure of dancing.

The habit of exercising discriminating judgment, once established should increase the future teacher's capacity for deriving benefit from other high forms of pleasure, as well as from reading. Is it fantastic to hope that people who have had access to, and have enjoyed Shakespeare and Euripides (in Gilbert Murray's translations) and Moliere and Ibsen and Dunsany, *Hannele* and *The weavers* and *The beaver coat*, *Riders to the sea*, and *Spreading the news*, and *Major Barbara* may find more pleasure in reading a good play at home than in seeing a poor

one on the stage, and when they do go to the theatre will be as dissatisfied as they have learned to be in the case of mere books with mere sentimentality or sensationalism?

Perhaps the best thing about the browsing room is the geometrically progressive growth of its power for good. The teachers who, as students at the ideal normal school, have known what a school library can mean will hardly fail to work for the right kind of elementary school libraries. Indirectly through these libraries as well as directly by the teacher much of the influence of the browsing room will be transmitted to the boys and girls of the next school generation, and through them to their families.

The pedagogical world is becoming more and more awake to the fact that an education whose purpose is preparation for life should include the development of an ability to get the highest form of enjoyment out of life. So in more and more states normal school courses are being lengthened, and curricula are being revised to provide for classes in the appreciation of art and music and literature. More and more individual schools are emphasizing those subjects. More and more school libraries are being encouraged in what is certainly not their least important work, interesting pupils in reading of the right sort.

For this work a completely equipped browsing room, greatly as it is to be desired and striven for, is not absolutely essential; and none of us need lack opportunities for heading at least a few explorers in the direction of the wonderful country of books.

One normal school librarian has had a lot of fun trying to create such opportunities, despite her library's meagre supply of inspirational books, and the fact that even if the staff were blessed with the physical characteristics of a cross between Briareus and the Hydra, all her members would be fully occupied with the distribution of required reference reading. In the browsing corner which is partitioned off from the reading room by low stacks whose shelves contain recent numbers of monthly and weekly periodicals, a shelf has been reserved for a group of fifteen or twenty books to

be read for fun. These books are changed once a month or so, and attention is called to them by more frequently changed, attractive posters on a display board just outside the library door. Students reading magazines in the browsing corner are asked when they find a particularly interesting article to place the magazine in the magazine rack, open at that article so that others may notice it and enjoy it. Each year for several years during the weeks before Christmas the co-operation of a local bookseller has made possible a small exhibit in the normal school library of books (especially children's books) suitable for Christmas presents. Occasional picture exhibits are held for the work of representative good illustrators or of illustrations from desirable types of children's books. The *Mappe of Fairyland* is featured on various occasions. Groups of seniors serving temporarily as student assistants have, during some of their conference periods with the librarian, played games improvised to test their knowledge of (and incidentally arouse their interest in) heroes and heroines of fiction; and have selected quotations to use on posters in the browsing corner. At a recent book sale, the librarian picked up 25 or 30 really good books which later were displayed in the library for students to purchase at the bargain prices.

These various experiments (which are cited not as being in the least original or in any way models of procedure, but merely as suggestions of the sort of thing which anyone can do) have met with a degree of success by no means startling but sufficient to make their continuance seem worth while. The bargain books went like the proverbial hot cakes. The open magazines in the rack do change, the weekly "Page of verse" in the *Living Age* replacing a story in *Harper's* or the *Century*, and in turn making way for the *Atlantic* "Contributors' club" or some pictures in the *National Geographic Magazine*. Every year a fair proportion of students pay repeated visits to the Christmas book display, ask intelligent questions, take notes, and not infrequently report after the holidays how their gifts were received. The books in the browsing corner, arranged alphabetically every few days, do, in between

times, get encouragingly out of order.

When Tinker Bell drank the poison prepared by the infamous Hook for Peter Pan, her life was saved by the confessions of faith of children who believed in fairies. Surely a discriminating dynamic belief in fairies on the part of normal school librarians, whatever the equipment of their libraries, will help to revive the fairy True-joy-in-life, now suffering from an overdose of that powerful medicine, mechanical efficiency.

The chairman announced that there would be a meeting of the normal school librarians at the close of the evening session.

Harriet A. Wood, chairman of the A. L. A. Committee on Education, presented a recommendation outlining the fundamental principles of school library work which had just been adopted by the A. L. A. Council. (See p. 153).

The meeting adjourned.

Third Session

The third and last session of the School Libraries Section was held in the Pattengill Elementary School at 2:30 p. m., Friday, June 30, the High School Section continuing their session in the library of this school, under the direction of May Ingles, the minutes of which are included at the end of this report.

The round tables of elementary, normal school and children's librarians met in the school auditorium, Bertha Hatch of Cleveland presiding.

The program of the general section was as follows:

TEACHERS' AND CHILDREN'S READING.

BY MARGARET E. WRIGHT, *Assistant Supervisor of the Schools Department, Public Library, Cleveland, Ohio.*

Suppose you were shipwrecked on a desert island, what ten books would you like best to have with you? At the suggestion of the librarian, the head of the English department gave this as the topic of a list for the library column of the school paper. The boys and girls entered into the work of making this list with enthusiasm, and displayed much originality. The preparation and discussion of these lists formed part of the English

class periods, and the best were published in their junior high school paper. This is a teacher who uses the library herself and who encourages the children to make use of its every facility for reference and recreational reading.

More and more teachers are appreciating the opportunities which the library offers. Our painstaking efforts of past years to bring to the teachers a realization that books are not only an aid in the classroom routine, but a positive factor in the mental development of the child, are reaping a rich harvest. Now the teachers, themselves, are taking an active part in stimulating the children's reading interests. A knowledge of books and the ability to give them into the hands of the right people are a necessary part of the librarian's training. But for a teacher, lost in the labyrinth of the present-day heavy curriculum to find time for the library is another matter, and the initiative they are taking is the best test of our success.

I am not attempting to set forth here any new or startling theories, but merely to tell some of the actual experiments which our teachers and librarians have been working out together in Cleveland.

A principal in an almost wholly foreign district made an interesting reading comparison. There is a school library in this building and nearly all of the children have a library period, during school hours. One fifth grade teacher was particularly enthusiastic, sending her class regularly and reading aloud books to stimulate their interest. The principal was delighted to find at the end of the year that this class, rather a slow group of foreigners with no home background, tested above the average in reading for their grade. The class was promoted and so passed into the hands of another good teacher, but one uninterested in reading. The principal did not interfere, but watched results. The children had no library contact whatever as a class, and when the Thorndike-McCall reading test was made at the close of the semester, the class, now a sixth grade, had not only fallen below the quotient for their grade, but was surpassed by a fifth grade who had tested below average the year before. This fifth grade, however, had been making diligent use of the library.

Teaching in this building with backward foreign boys and girls is no sinecure, yet the teachers feel that the time which their classes spend in the library is more than repaid by the improvement in general scholarship.

A teacher in a less foreign neighborhood felt that her class was not reading well. To arouse their interest she not only talked over recreational books with the school librarian, but read them herself before having them sent to her room, as a class room collection. She said she could not possibly interest her children in books with which she was unfamiliar.

In an English course in a junior high school, the teacher assigned different types of reading. She first discussed her plan with the children's librarian and was quick to respond to the latter's suggestion that such subjects as biography, travel, poetry and hero tales would open up a possible new field of reading for her pupils. The children chose the topic they preferred, read their books in class period, and at the end of the time made written reports. Both teacher and librarian felt that new or broader interests were created for many of the boys and girls. This individual work with teachers is by no means confined to school libraries. All of our branches have very close relations with the schools of their neighborhood. These schools are usually visited early in the fall, and in many branches where other work permits, schools are visited every week. The teachers are always grateful for suggestions of the newer children's books, both reference and recreational, given on these visits. A library in one of the suburbs of Cleveland makes its contact through the school supervisors. The librarian is invited to attend the supervisors' meetings, where the courses of study are planned and titles for supplementary class-room purchase discussed. In other schools, short lists of attractive books for children, as well as personal reading, are often posted on the bulletin boards in the hall and teachers' rest rooms.

A good opening came to a librarian the other day when a teacher in a nearby school wrote down a list of the books that her boys and girls had read and sent it to the library to have the approved books checked, as ideas

for summer reading. The children's librarian followed this up with a personal visit to the teacher and gave a general talk to the children, telling entertaining incidents from various books suitable for vacation reading. The teacher seemed as much interested as the children during this informal hour.

Cleveland schools have been developing annotation work in connection with required reading lists in seventh, eighth and ninth grades. A club has been organized in one of the junior high schools, under the leadership of the school librarian. They talk over books together and a separate shelf is held for these books in the library. The children read a book a month and write a single annotation to be read at club meetings. The best reviews are posted on the bulletin board and advertise the books to other children. The majority of children are more ready to accept the word of another boy or girl that "it's a dandy," or, "perfectly fine" than to follow maturer recommendation. The English teachers and the librarian have agreed on a uniform style of annotation. Often a teacher arranges with the teacher of another grade to allow a child to spend his English period with her class, instead of his own, to read one of his annotations, or to tell the story of some book which he especially liked. This counts as his regular English recitation. A child is recommended by the librarian-leader because of good club book reviews. Definite reading lists and the class annotation work, make heavy demands upon the book collections. To relieve this, the teachers have agreed to accept for credit any book that a child reads, provided he brings a written O. K. from the school or children's librarian.

The present school reading lists of better books for children have been compiled almost entirely by a committee of school librarians, and the teachers are exclaiming "why we don't know those books!" However, they are reading and coming to know the better books. If the teachers become familiar with the best of the purely recreational reading for boys and girls, and appreciate the need for it, our work is accomplished, because the science teachers, the history and geography teachers will see to it that the standard, up to date books in their

own subjects are selected. Our part is to help the teachers to select for the child good books to develop a love for the best in this wider field of recreational books, that he may choose wisely in the years to come, when he has gone beyond the immediate influence of the school room.

As efficient school or children's librarians we like to feel that the teachers turn to us in time of trouble. A teacher about to launch a project in her class planned to use the subject of knights. She wanted the subject, however, to originate with the children without suggestion on her part. The ever resourceful librarian loaned her the beautiful Wyeth edition of Lanier's *Knights of the Round Table*. The teacher said nothing but left the book lying on the piano in her room. The boys noticed it, several read it, and when the time came to ask for a topic that they would like to study, they said knights and armor, unaware of the trap into which they had fallen. This same school designed beautiful books in working out a book project and were so appreciative of the help given by the library that the children, at the suggestion of their teacher, raised money to buy a set of prints of the Alexander murals on the history of the book, to be hung in the library room.

The library takes every advantage of state and district teachers' meetings to hold school library exhibits. Beautifully illustrated books are displayed and carefully annotated lists of children's books are distributed freely. Short lists, too, are published in *School Topics*, the paper issued by the Board of Education for the teachers. During Children's Book Week especial effort was made by a junior high school librarian to enlist all teachers and pupils in a campaign for better books. Titles of good books were written on the blackboard in each room and the children brought pennies to buy beautiful editions for the library, while the teachers themselves became much interested in encouraging the children to build bookcases on the plan of the Thomas Bailey Aldrich case, and to start small home libraries of their own. There is splendid team work throughout this building. The art teacher is developing marionette plays, the boys and girls making the dolls and stage settings, and

operating the marionettes. The plays are chosen by the art department, English department and librarian in conference, and then are dramatized in the English classes. *David Copperfield* and a beautiful production of *Sigmund the Volsung* have been given successfully.

Of course a great deal of this co-operation with teachers is made possible by the work done in the normal school with the students in training. Students realize in their practice teaching the needs which they will have when they have rooms of their own. If they learn to depend upon the library, they will carry this dependence over into their teaching and it is this attitude toward the public library which we all want to encourage. After all, this much over-worked word "co-operation" means simply interdependence; a mutual recognition of the need for the dependence of one educational agency upon another; of the school upon the library; of the library upon the school. The normal students are brought to the main library early in the year, and their attention called to the graded sets held for their use in the children's room. They are shown the use of the classroom collections, and school libraries in their own normal building. Later in the year, as part of their library course and under the supervision of the librarian-teacher, they visit a branch children's room. This librarian-teacher meets the students in classes in children's literature and story telling. Briefly she considers certain types of children's books in their appeal to children of different ages. The aim in literature is to give the girls knowledge of a few good books, simple standards by which they may judge books for themselves and a sense of responsibility in selecting books for children.

Again, the slow work of past years is showing marked results today in the school of education. Many of the students now entering this normal school have grown up in our children's rooms. They have read the juvenile books and now in their literature class the librarian-teacher is endeavoring to show them why these books were selected as having value for children.

The development of the library hour in Cleveland has already been summarized in

Library Journal, February 15, 1922. (Quoting from normal school report):

These hours are now an accepted part of the weekly program above the second grade at the training school run in connection with the normal department of the School of Education. They are in charge of student girls, the library-teacher helping the girls to find material. These hours largely take the form of talking over books with the class, and dramatization or story telling on the part of the children. The librarian-teacher also conducted experimental hours in certain grades at the Observation School and these teachers in turn demonstrate the library hour for visiting teachers from all over the city every Saturday morning. A former teacher at the training center is now preparing a paper at the request of the school supervisors on the library hour and its introduction into schools where the children do little reading. She is trying it out in two buildings with eight cadet teachers under her supervision, who conduct the hours and prepare papers on special problems, such as kind of poetry most enjoyed; special reading tests of Polish children and stories found to be successful.

A principal in a school in a semi-foreign district where the children receive no reading stimulus at home, and where heretofore there has been a noticeable lack of interest in the library, has organized library hours throughout her building, on her own accord. She reads very carefully all books used in the class-room sets and feels that this work has increased the reading standards in her school immeasurably. Each teacher takes a canvass of her own room in September to see that her pupils are enrolled in the public library 100 per cent.

This day of fewer text books and the wider project method is the day of the librarian. After all, our system of meeting this need can be summarized briefly in two words—personal contact. Establish friendly relations with your principal and teacher. When they feel that as an expert in the book laboratory you have something practical to offer them, you have made a step in the right direction. When the teachers also recognize the value of guiding the children's pleasure reading, you have achieved success.

You, yourselves, will remember your school days; study periods when you had finished preparing a lesson and found time to peep into the cover of some fascinating but forbidden library book. Punishment, if

you were discovered, was prompt and sure. Now the crime rests, not upon the child for having a book in school, but upon the teacher. She must see that the book is the best book for that child, and we must see that the teacher is prepared to discriminate between the good and the merely harmless in juvenile books.

We want the teachers to believe as we do, that time spent by the children on recreational books is a stimulus and not a hindrance to their studies, and that only so far as a child is a good general reader can he be a well developed student.

READING IN THE ELEMENTARY SCHOOLS*

BY RUTH PAXSON, *Head of School Department, Library Association, Portland, Oregon*

The problem of getting the children in the elementary schools to read good books is felt by all librarians to be of the utmost importance. The school department and the children's librarians of the Library Association of Portland are working together to make the children of Portland read more and better books. The school department not only furnishes libraries of forty or more books to each classroom in all the schools unless they are within close proximity to a branch library, but by frequent visits to the schools for book talks and library instruction, emphasizes the right kind of books and the intelligent use of the library.

The course in library instruction is carefully graded and includes all grades from the first to the eighth. The outlines of instruction appear in the regular course of study for the elementary schools and the instruction is done under the direction of the school librarian, by the branch and children's librarians.

During Children's Book Week in November a reading drive is made in which the slogan is "Read one book this week." This last year, of the 21,000 children enrolled in the public schools above the second grade, over 19,000 read one book during the week.

Book review contests are held in the branches for the pupils of the eighth grade and the winner of each contest is invited

*Abstract.

to give his review at the central library. This stimulates interest in reading and is considered to be most worth while in its effect upon the children.

Reading certificates are given to the children of the county schools who have read five books especially recommended by the school department and who are able to give brief oral reviews to the librarian.

The school department offers a brief course in children's literature each year to the teachers and is able with lists and suggestions to help the teacher at any time.

Friendly and sympathetic relations exist between the schools and the library in their work for the children's welfare.

CHILDREN'S OWN CHOICE OF BOOKS*

BY CARRIE E. SCOTT, *Supervisor of Children's Work, Public Library, Indianapolis, Indiana*

Before reading rooms for children were established in the public libraries, many educators viewed with alarm and doubt the effect of this institution upon the youth of the land. To them it was a serious question whether the public libraries might not be in themselves a source of injury to children, rather than good. For, if the children were left to select what they please, they would generally read to their harm.

The public library has long ago proved itself an agency for good. With well administered children's rooms the reading of children is receiving closer supervision than ever before. Food for the mind deserves as much thought consideration as food for the body. Everybody who has given thought to the food problem realizes that the nutrition of the child is a matter of supreme importance to the physical welfare of the race. There is every reason why food for mental development, which is just as important a factor in race prosperity, should be given the same rational consideration as food for the body.

The children's room of the public library is similar to a great cafeteria, with all the food arrayed in alluring rows. Here are the appetizers, the bread and butter books, the books for brawn and bone, the desserts,

the candies and the drinks. The child can serve himself, but the librarian must act as his dietitian. In preparation, she must analyze and test every book for its nutritive values. She must study each patron in order to give him what he needs for the best mental balance. There must be no gorging on fairy tales; for the boy who chooses only wild stories and for the girl who wishes to read only boarding school stories there must be a varied diet. She must watch her young patrons to guard against their choosing all sweets and desserts. She must see to it that the older boys and girls do not drink too long and too deeply of nursery pap. There are too many cases of mental indigestion, if the child is permitted to choose his books undirected. If the dietitian is able to serve the food that will make the mind rich in dreams for future pleasure; that will nurture the seeds of good citizenship and develop a taste for good literature; if by her efforts, reading becomes a joy and not a task; if she can underline the vitamins so skilfully that the child will choose the best book and believe it is his own individual choice, then she is worthy of the title, children's librarian.

Discussion led by Elva Smith, Pittsburgh, Pa.

Miss Goodrich, librarian, spoke informally concerning the work done in the Pat-tengill School.

At 4:30 both groups met in the auditorium for the annual business meeting, over which the chairman of the School Libraries Section presided.

Business Meeting

After discussion as to the best means of collecting, exchanging and co-ordinating bibliographies, the report of the Elementary School Committee was received. This was an informal report of progress made, which was given by Miss Cutter for Mr. Certain. It was moved and seconded that this committee, of which C. C. Certain is chairman, be continued another year. Motion passed.

The reports of the Committees on School Directories were then received. Bertha Hatch reported on the normal school directory, the compilation of which had been finished under her direction during the year. Charlotte Smith reported on the high school directory, which

*Abstract.

had been completed during the year, and Miss Pritchard on the elementary school directory. These directories, with one exception, that of the elementary schools, which is not quite finished, were turned over to the secretary.

Harriet Wood presented the constitution for the School Libraries Section, which had been drawn up by a special committee. A motion was made recommending that this be tried for a year, before its final acceptance. Motion passed.

It was moved that greetings be sent to the National Educational Association by the American Library Association representative from the School Libraries Section. Motion passed.

The chairman referred the report on MEASURING STICK FOR NORMAL SCHOOL LIBRARIES, by Willis H. Kerr, librarian, State Normal School, Emporia, Kansas, to a meeting of the normal school librarians, which she announced would be held directly after the annual business meeting of the School Libraries Section.

The following officers were nominated for the coming year:

Chairman Harriet A. Wood, supervisor school libraries, State Department of Education, St. Paul, Minnesota.

Vice Chairman—Susie Lee Crumley, principal, Library School, Carnegie Library, Atlanta, Georgia.

Secretary-Treasurer—Marion Lovis, librarian, Hutchins Intermediate School, Detroit, Michigan.

Normal School Representative — Helen Ganser, librarian, State Normal School, Millersville, Pennsylvania.

High School Representative—Mary Davis, high school librarian, Public Library, Brookline, Massachusetts.

Elementary School Representative — Janet Jerome, acting head, children's department, Public Library, Denver, Colorado.

Retiring Chairman—Marion Horton, principal, Library School, Public Library, Los Angeles, California.

It was moved that the secretary be instructed to vote for each of these officers, and that they be duly notified of their election.

FRANCES H. KELLY,
Secretary.

Second High School Session

A second meeting of the High School Librarians' Division of the School Libraries Section was held in the Pattengill Elementary School, Thursday afternoon, June 30, with May Ingles presiding.

The following paper was read:

RELATION OF THE HIGH SCHOOL LIBRARIAN TO THE TECHNOLOGY AND MANUAL TRAINING DEPARTMENTS*

BY EDITH COOK, *Librarian, East Technical High School, Cleveland, Ohio*

Technical high schools have so enlarged their curriculum nowadays that the librarian, to keep pace with the subjects taught, must provide material on cabinet making, carpentry, pattern making, foundry work, machine shop, sheet metal work and other diversified subjects.

While it is not always possible to secure regularity of assignment of collateral reading on subjects taught in these classes, it is possible for the librarian and teacher working together to develop a very consistent use of technical books. In our own school these pupils have no class text-book, though each teacher has his own instruction book of directions and blueprints compiled by the department and based upon previous work and upon information gathered from reliable sources.

These class instruction books are largely the outcome of the use made by these teachers of the many books, pamphlets and other material which they have secured either by direct order from the book companies with which some have standing orders for advance copies, or by loans from the school library or public library.

In order to encourage the teacher to discuss book material with the school librarian, the librarian must be thoroughly acquainted with the kinds of courses given in the school and with their arrangement, since much depends upon a good understanding of the correlation of these courses. Then she should be well grounded in the best books on these subjects in order that she may be able to characterize them briefly for reference purposes.

*Abstract,

Of course, the work which actually counts is the continuous search for new books, pamphlet and magazine material, though it is most important that no purchases should be made without consulting the teacher for whose classes the material is intended. This insures a desired use of library materials and keeps the teacher informed of references which he may use personally and in turn assign his pupils individually.

It is evident that such a course of procedure not only develops a sense of interdependence between class room and library, but it inspires confidence between teacher and librarian. Best of all, it makes the pupil feel that his teacher is familiar with the best books on his subject. And he feels that he can confidently approach the librarian on any subject, whether it be gears or French Revolution, no matter what the librarian's personal book tastes may be.

An opportunity was given to ask questions of Miss Cook and an interesting discussion followed which involved not only the subject of Miss Cook's paper, but also the question of the use of newspapers and magazines in the library; of credit to be given for student service, of instruction in the use of books and libraries, and of how to avoid loss of books.

This informal meeting adjourned to unite with the remainder of the School Libraries Section for the election of officers and to transact such other business as would properly come before the annual meeting.

STELLA ELIZABETH WHITTAKER,
Secretary pro tem.

CONSTITUTION OF SCHOOL LIBRARIES SECTION

Article 1—Name

The name of this organization shall be the School Libraries Section of the American Library Association.

Article 2—Object

The object of this section shall be to promote library interests in our schools and to establish and maintain a high standard for our profession.

Article 3—Membership.

Any person or institution interested in school library work may become a member

upon payment of the dues provided for in the By-laws.

Article 4—Officers

The officers of this section shall be a chairman, a vice-chairman and a secretary-treasurer. (A nominating committee shall be appointed by the chairman, and the officers shall be elected by ballot at the annual meeting. A majority of all votes cast shall constitute an election.) New officers shall assume their duties at the close of the annual meeting.

Article 5—Duties of Officers

The chairman shall preside at all meetings of the section, and be member ex-officio of all committees.

The vice-chairman shall, in the absence of the chairman, perform the duties of the office.

The secretary-treasurer shall keep the minutes of all meetings of the section and receive and answer all communications. She shall keep up-to-date directories of school librarians.

She shall notify officers and committees of their election or appointment.

She shall collect all money due the section and shall pay only bills approved and signed by the chairman. She shall notify all members of arrearage in dues, keep the accounts and report of each meeting. At the annual meeting she shall make a detailed report for the year.

Article 6—Executive Board

The executive board shall consist of the chairman, vice-chairman, secretary-treasurer, together with the retiring chairman and a representation from each of the following types of school libraries: teacher-training, high school and elementary school.

Article 7—Duties of Executive Board

The executive board shall formulate plans for the development of the work, discuss matters to be presented to the association, co-operate with the A. L. A. Committee on Education, the Children's Librarians' Section of the A. L. A., the Library Department of the N. E. A. and the Training Section.

Article 8—Meetings

The annual meeting of the section shall

be held during the annual conference of the A. L. A.

There shall also be a meeting during the mid-winter meeting of the A. L. A.

Article 9—Amendments

Section 1. The constitution may be amended at any regular meeting of the section, provided notice of the amendment has been presented at least one month before action is taken. A two-thirds vote of the membership present shall be necessary to adoption.

Section 2. The By-laws may be amended at any regular meeting of the section by a two-thirds vote of the members present and voting, provided notice of the amendment has been presented in writing at a previous meeting. The by-laws may be suspended at any meeting of the section by a two-thirds vote of the members present and voting.

BY-LAWS

1. The order of business for meetings shall be as follows:

1. Call to order.
2. Report of secretary-treasurer.

3. Reports of standing committees.
4. Reports of state committees on education.
5. Miscellaneous business.
6. Election of officers.
7. Adjournment.

2. There shall be such standing or special committees as the executive board shall from time to time find necessary, including: Nominating committee, committee on co-operation with A. L. A. in matter of lists, etc.; the education committees of the various states and provinces and the Library Department of the A. L. A., shall be invited to report at the annual meeting.

3. A quorum shall consist of twenty active members.

4. Annual dues for the section shall be fifty cents, payable at the annual meeting.

5. Vacancies in office may be filled at any meeting of the section in the same manner as provided for in the annual election of officers. Vacancies occurring between meetings shall be filled by appointment either by the chairman or the executive board.

6. The deliberations of the section shall be governed by Fox's *Parliamentary usage for women's clubs*.

SMALL LIBRARIES ROUND TABLE

The second annual meeting of the Small Libraries Round Table, which originated at the Swampscott conference in 1921, was called to order on the evening of June 27, at 8 o'clock, in the Henry Second room of the Hotel Statler. Constance Bement, librarian of the Port Huron (Michigan) Public Library, presided, and in the absence of the secretary appointed last year, Elizabeth Ronan, librarian public library, Battle Creek, Michigan, acted as secretary pro tem. In opening the session, the chairman brought out the fact that the definition of a "small" library was not clear, but the sense of the meeting showed that it applied to those libraries in the smaller cities and towns whose staff was small and consequently informal in organization and who maintained no extensive branch system in the city itself, though admitting those with rural stations. The program was devoted to the topic, **STANDARDS OF GOOD WORK FOR SMALL**

LIBRARIES and was largely devoted to the problems of the "one-man" library.

STANDARDS FOR THE ONE-MAN LIBRARY was discussed by Elizabeth Briggs, librarian of the Township Public Library, Royal Oak, Michigan. She characterized this position as the "great adventure of librarianship" and summarized its advantages as follows: 1—The librarian must be more carefully chosen than in a system where the deficiencies of one member of the staff will be compensated for by the strong points of the others. 2—Work must be limited to the ability of one person, and in consequence no machine methods can grow up. 3—The librarian can make her personality count to the utmost as the service is necessarily personal. 4—She can herself put her ideals across, without their being modified by passing through the minds of untrained assistants of varying standards. 5—Technique is of less importance than general education

and background. 6—The librarian is an essential part of her community and not a cog in a machine. The disadvantages were presented as, first, the open hours of the library are necessarily limited by the ability of one person to be present, while evening opening becomes a particular problem under these circumstances, as such opening cuts off the librarian from most of the social life of the town, where many of her most important contacts are made, and prevents her from taking part in the outside activities of the town in which she should really be a leader if the library is to fill completely its purpose. Secondly, the librarian and the board are not apt to recognize the time when the library's increased activities demand an increased staff, not for the sake of the librarian but for the efficient functioning of the library itself. Enlarging on this last point, Miss Briggs gave the results of an informal survey to determine when a library had grown beyond a legitimate one-man status. She found that the small libraries averaged a yearly circulation of 14,000 per staff member, and concluded that when such a library exceeded this approximate average, its staff must be increased or the quality and effectiveness of its work lessen. As the library grows, this average must be lowered, as the very increase in bulk of the library's work makes necessary the routine performance of certain processes which were unnecessary in the very small library, and in consequence a drop in the proportion between staff and circulation.

Katharyne Sleneau, librarian of the McGregor Public Library, Highland Park, Michigan, who spoke next, supplemented Miss Briggs' suggestions by saying that no town over 2,000 should consider a one-man library as a permanency, and brought forward as a better standard of efficiency than the circulation-per-staff-member gauge, the A. L. A. circulation standard of five per capita, which Wisconsin libraries have increased in actual practice to six and one-half. In her paper on *THE IDEAL SMALL LIBRARY*, Miss Sleneau defined that library as one "well-housed, well-equipped, well-cataloged, classified and sufficiently well supported to allow a stream of books and magazines continually to flow in, filling its

shelves and keeping its people up-to-date in the reading world," and in which every worth while activity of the town should either originate or find active support. To hold such a place in the community, its librarian must also be ideal, for only as she approaches this ideal can her library advance. If all librarians would rate themselves honestly and fairly on an efficiency scale for administrative ability, initiative, tact, education, etc., many such ideal librarians would be found among small libraries, and the library profession be amazed and proud at the results attained with meager materials. Fear is apt to be the chief handicap of the librarian of the small library, who lacking the training which might give her the self confidence to assert herself to her community, loses finally the confidence of her community in her ability; and fearing to ask her board for the equipment to make her work efficient, lessens her efficiency, and in consequence the board's confidence in the value of her requests; thus completing a vicious circle which destroys the little self confidence with which she started. Boards are usually fair when the facts are properly presented, and the librarian who tries for their confidence with tact and not too much aggressiveness, makes changes from the methods of her predecessor slowly and only when their desirability is proved, and examines herself as well as her board and community for handicaps to progress, and then fails to make any apparent advance, after giving her efforts a fair time in which to mature—such a librarian should resign and seek further instruction and experience elsewhere, always with the question in mind, "What lack I yet?"

Edith Patterson, librarian of the public library, Pottsville, Pa., gave the third paper, emphasizing the "small" librarian as the essential factor of the "small" library. That the librarian is the common denominator of all library problems, and that according as she is "small" or "large," so is her library, was her thesis. To develop the friendly spirit that distinguishes the small library from the business regime of the larger institution should be the chief aim of the librarian, and "Library use made easy" her

slogan. Immediate, cordial, interested service is her reason for existence. To further these aims she must read widely, persistently, lovingly, that she may pass on her enthusiasm to her staff and patrons. Cut all possible corners of routine, adopt new methods wherever helpful, but do what is done well and conscientiously. Even with a small staff, regular and frequent staff meetings will be of much help, especially if the librarian is willing to take suggestions from any member of the staff. Newspaper publicity helps by advertising the library to the largest possible public, and by compelling the librarian to live up to her promises. Criticism as well as co-operation should be asked from all classes of patrons, and an effort made to have the best and latest information on all subjects of especial interest to the town, however limited the book collection. New interests must be foreseen and up-to-date material provided; and the library's own resources supplemented by borrowing from state libraries material for the patron whose peculiar interests it is inexpedient to satisfy from a limited book fund. Use re-

liable book reviews to insure getting the best for your money, let your public enjoy giving or loaning you the special material their occupational knowledge makes available, and make the thorough familiarity with the books you have compensate for a small collection. And first, last and all the time, give service—enthusiastic, persistent, sincere.

In discussing these papers emphasis was laid on the real necessity for knowing all the practicable short-cuts for a small library, and for cutting routine to a minimum, and the suggestion made that a definite place be made on next year's program of the round table for a thorough consideration of this topic. Flora B. Roberts, librarian of the Kalamazoo Public Library, as chairman of the Nominating Committee recommended for chairman of next year's meeting, Margaret Wade, librarian of the public library, Anderson, Indiana, and for secretary, Elizabeth Ronan of Battle Creek, Michigan. The report was adopted and the meeting adjourned.

ELIZABETH C. RONAN,
Secretary pro tem.

TRAINING CLASS INSTRUCTORS ROUND TABLE

A round table of training class instructors was, held at the Detroit Public Library on Wednesday evening, June 28, in the staff auditorium. In the absence of the officers, Lucy L. Morgan of Detroit acted as chairman, and Carrie E. Scott of Indianapolis as secretary.

A report on the organization of the section of training class instructors prepared by Julia A. Hopkins, supervisor of staff instruction, Brooklyn Public Library, was read by Marie A. Newberry, supervisor of training, Public Library, Toledo, Ohio. The adoption of the report was moved by George F. Bowerman and was carried unanimously. It was then voted to authorize the acting chairman to present the petition asking for the organization of a train-

ing class section, to the A. L. A. Council with the 25 required signatures. A discussion of a name for this section followed. The following were proposed: Staff training section, training section, and preparatory training section. It was voted to use the name Training Class Section in the petition.

Since the section had, as yet, no organization, it was voted to continue Julia A. Hopkins as chairman for the ensuing year.

Then followed a discussion of the practice work of apprentices and students of training classes as handled in individual libraries. A list of libraries registered as interested in staff training, compiled from the questionnaire sent out by Miss Hopkins, was distributed.

CARRIE E. SCOTT,
Secretary pro tem.

TRUSTEES SECTION

The Trustees Section met in the ball room of the Statler Hotel on June 27, with a large attendance. In the absence of Presi-

dent Pettingell, Mrs. Elizabeth Claypool Earl presided.

The subject of the day: WHAT MUST

BE DONE TO SECURE INCREASED FUNDS FROM TAXATION FOR THE NEEDS OF THE PUBLIC LIBRARIES? was opened with an address on

THE HIGH COST OF FREE PUBLIC LIBRARIES*

BY ARTHUR A. STEARNS, *Vice-President, Cleveland Public Library Board.*

Free public libraries, like free public schools, paid for by public taxation, are the source of much pride to the American people.

The economics of free things is a difficult problem. Less than one-fifth of the population pay taxes and when tax rates are high and burdensome, there is bound to be some reaction against the apparent inequality of the minority being obliged to pay all the bills in the benefits of which the non-paying majority also share.

The taxpayer is reconciled to the payment of those public charges which protect his property and safeguard his rights, such as police and fire protection and such governmental functions as the courts and things of like character, even though the majority of the people enjoys the same protection and pays nothing.

The taxpayer is also beginning to visualize and appreciate the necessity of an educated citizenship and the perils of ignorance.

The library is not only furnishing books to those who habitually read but is pressing the opportunity of books and the knowledge of their contents upon those who are ignorant and unacquainted with the blessings of books. The educational value of the public library justifies the taxation for its support as much if not more than any other public budget.

Those in charge of public libraries must continue to demonstrate their value as an element contributing to the peace and prosperity of the community.

Library workers must continue to sell the library proposition to the public as a protection and safeguard against an uneducated and uninformed citizenship, and public revenues in the end will respond with increasing liberality.

The next address was

THE LIBRARY AS A MUNICIPAL INVESTMENT*

BY WILLIAM L. PIELOW, *Milwaukee Public Library Board*

Back of the proposition assigned for discussion, WHAT MUST BE DONE TO SECURE INCREASED FUNDS FROM TAXATION FOR THE NEEDS OF PUBLIC LIBRARIES? we must recognize first of all the fundamental principle of merit, if we are to get the popular support. The axiom "He profits most who serves best" is applicable and should govern.

Municipal activities have so increased in scope and in expense that taxes have mounted rapidly and the public is apt to become impatient. Public libraries have then competition for appropriations of the tax funds and many organizations are back of municipal activities which demand tax support. The only salvation for a library is to get into the consciousness of every citizen in the community and particularly the live wires,—the persons who do things. We must see to it that the public library has more boosters than has any other activity. An eternal and aggressive policy of publicity must be followed, publicity which is secured in part through service, and publicity which employs every art and method known to the advertiser: posters, lists, newspapers, reading courses, in short everything that forces the library into the consciousness of the people, not in a boasting way, but in order that the people may be gradually convinced that a public library is a utility and not a luxury.

This is fundamental: For an increased public library appropriation, there must be valid reasons. These when properly presented, are bound to receive consideration by the average city official, be he alderman or mayor. It is up to trustees and librarians to prove the necessity or desirability for additional funds. If done in a right spirit and with intelligence, who dare say it will not be forthcoming?

It is the duty of public library trustees to practice intelligent and well-directed economies, but it would be no economy—it would, on the contrary, be profligate waste—to permit worth-while book selections, or

*Abstract.

*Abstract.

saving wage schedules, or needed expansion to be passed up year after year.

We need not be apologetic about our institution. No cause can be greater than that which seeks to raise America's manhood and womanhood to the highest power of true citizenship. Hence, let us fight valiantly for a financial support of public libraries so that their future may not become imperiled; so that good libraries will abound, so that librarians will be properly compensated.

Until we discover a surer way to develop good citizens than through free public education, upon which the foundations of a sound national life are necessarily built, it behooves all loyal, patriotic Americans to stand solidly back of our public schools and public libraries.

I would emphasize these points:

First, we must recognize the principle that there must be a centralized control of municipal expenditures vested in a democratically constituted body—the city council.

Second, in order to make good with the city council and with the people we must be ready to serve every individual in the community—public officials, business men, professional men, manufacturers, and mechanics as well as scholars.

Third, a library's work, no matter how good, will not result in adequate appropriations unless we force into the consciousness of every citizen the fact that the library is in fact ready to serve all, that it is a public utility and not a luxury. To do this we must practice a policy of aggressive and continuous publicity, using the word "publicity" in its broadest sense; a publicity that is based on actual service but which employs also every device known to the publicity expert, every art which is calculated to bring the library into the consciousness of the people.

Then followed an address on

LIBRARY FINANCING*

BY W. L. JENKS *of the Port Huron Public Library Board, Michigan*

There are two ways to obtain moneys from taxation for the support of public

libraries, (1) by receipts from state funds, (2) through local taxation. I do not look for any results from the first source as the state is constantly finding more and more necessary and immediate purposes for all its receipts. It is true there is some precedent in Michigan and perhaps in some other states where, under the constitution of the state the receipts from specific taxes are placed in the primary school fund to be devoted entirely to education in that form.

Receipts from local taxation may be acquired by legislative action requiring a minimum sum to be raised for the purpose of supporting public libraries. There are good reasons for thinking such action would be desirable as there are many communities that unless compelled by state action to do something in the line of library support, would be very slow to act.

In Ontario municipalities are required to raise not less than fifty cents per head of the population. If a state law were passed along this line, enough could be done under it to give libraries a good start and enable them to create the necessary sentiment.

The importance of a public library for adults, both in the way of education and in mental recreation must be emphasized and reiterated and much publicity given to these points in order to create the necessary public sentiment. This is likely to be a matter of rather slow growth but the favor and support of libraries must ultimately depend upon that.

The subject of education of young people has been so greatly emphasized over a long period of years that the general public now willingly pays heavy taxes for that purpose—much larger than for any other single purpose.

The importance of furnishing means of education to adults through the public library has not been sufficiently exploited, and it is by doing this that the people can be aroused to demanding that reasonable sums be raised and applied to the support of public libraries.

The next address was

*Abstract.

PUBLIC LIBRARIES A BOND OF BRITANNIC AMERICAN BROTHERHOOD*

BY REV. ROBERT J. RENISON, *Hamilton, Ontario.*

Your courteous invitation has encouraged me to speak of our common literature as a bond of brotherhood. The public library should be the agent for the diffusion of life and light to the minds of men. Books are living things. A really great book is alive. Cut it anywhere and it will bleed. When you take up the book of some great soul who ranks among the immortals, you have accomplished that mental transfusion which is the highest phase of reading.

The man who reads books can create for himself a world of his own. For fifteen years I have lived far beyond the frontier of civilization on the shores of Hudson's Bay. In the winter nights when the snow drifted high above the windows of the log house, and the northern lights hung like golden beads from the rosary of heaven and the pine trees stood like frozen sentinels outside, when the lamp was lit within and the logs piled on the hearth, that little mission house became for a time a stage for the greatest of mankind. Kings and queens, poets, prophets, heroes and martyrs have lived with me there. I have heard Tennyson sing at my own fireside—with Shakespeare's historical plays from John to Henry VIII. I have lived through the mists of the dawn of English history. I have read Carlyle's picture of the French Revolution. Dickens and Edgar Allen Poe have taken me to Dingly Dell and the Rue du Morgue. I have gone with Peary on his journey to the North Pole. I have read the glorious message of Robert Scott from his shrine and tomb amid the eternal antarctic snows and heard the cheery song from that tent where gallant English gentlemen showed the world how to die.

The river of our history comes from a common source. Almost at the beginning came the revolution, the Niagara of English history, an episode which, though with regret, we may look back upon as providential in the wisdom of the Eternal. Then

came the whirlpool and rapids of the early nineteenth century—our misunderstanding, our mutual recriminations and family quarrels, just enough to show that we had once been children of the same great mother. Then we find ourselves today in the stream of the lower Niagara, with the great space of Ontario standing in the distance. There may be difficulties in the future but none, I trust, which wisdom and love may not solve. The rapids of the Lachine have been conquered by the patience and engineering skill of those who speak your tongue and mine. Then beyond the great St. Lawrence of our common future, who shall know what is before us, our people, in that great river that flows clear through the centuries to the great ocean of eternity?

The final address was

WHAT MUST BE DONE TO SECURE INCREASED FUNDS*

BY JOHN H. LEETE, *Director, Carnegie Library, Pittsburgh.*

Education, inspiration, culture, all of these things are recognized as a necessity in a republic and in a democracy, but the function of the library in providing these things is not fully recognized. We are giving recreation, education, inspiration and culture but not to all of the community. We are supplementing the work of the public schools in our colleges, but we have not yet fully made the library an integral part of our system of free public education. We are doing a big service, but there still remains much to do. We are doing something in Americanization. We are doing something in creating the respect which is necessary in a democracy for law and order. So my first point is we must do a bigger job to get more money; and the second point is we must bring it home to the community.

I would emphasize the fact that in dealing with city authorities, the facts must be concrete, concise, and in business form, and graphic when possible.

We needed more money for books. We found it in our library very effective to show just how rapidly books wear out. We

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*Abstract.

have the definite figures showing just how much of our money goes for replacing those old books, just how much for new books that we may buy, and just how many reservations we have waiting for those books.

We need more money for salaries. We have compared our salaries in Pittsburgh with the salaries of scrub women, with the salaries of plasterers and carpenters, with the salaries of school teachers, and with the salaries of librarians in other cities; in other words, we have brought home to the business man, in a statement in the council, a definite comparison of salaries and books in a way that he can understand, and it has been very effective.

I would emphasize just one further point on that question of publicity, and that is where additional money is asked for, the specific purpose for which it is to be used should be stated, and then that specific purpose must be definitely fulfilled.

The third point, and the last one is that we must organize the support of the active and influential people and organizations of the community. The most self-respecting way to do that is to ask return for services rendered by the library. Now I have mentioned a few incidents. We have done less in Pittsburgh than in other cities, but we have made a beginning. For example, we were badly in need of funds for our technical literature, and we went to the Pittsburgh chapter of the American Clinical Society and asked for more money. We finally found, after considerable effort, a man who would head a committee to go after more funds from the industries in the district which our technology department was serving. As a result a considerable fund, something over \$2,500, was immediately available, but that was not the best part of it. Last year when the talk of retrenchment was so strong, and necessarily so, in all city governments, the same men who had contributed went to the city government and requested that the library

be not cut with the other departments, but be afforded adequate support. And the council was greatly influenced, far more influenced by letters from this committee of engineers than they would have been influenced by any library authorities.

The second thing is that we must organize foreign language newspapers of the city. We got all the editors of the foreign language newspapers into a meeting at the library. There were some 25 of them. Some of them would not speak to each other, but they all spoke to us and we told them of the policy and the purpose of library work, and as a result their support was secured in the following campaign.

A definite campaign in the Chamber of Commerce in supporting some of their ideas brought results. The object was to organize the support of those active and influential organizations of the community which the library is serving. In every case, the organization was most happy to render a return for that service, and in that way expressed some appreciation of what the library was to them and what it meant to the community.

Mr. Willard, of the Minnesota State Board of Education, precipitated an animated discussion, when he advocated the union of the library and school boards. Washington Porter, of Cincinnati, Judge Wildermuth, of Gary, and Mr. Craig of Evansville, spoke in opposition to this idea.

After the election of officers: President, Mrs. Elizabeth Claypool Earl, Muncie; vice-president, W. L. Jenks, Port Huron; secretary, Mrs. Dwight Peterson, Toledo, and the adoption of a resolution voicing the approval of the section of the policy of one dollar per capita for good libraries, the meeting adjourned to join the Detroit Library Commission, which entertained at dinner all visiting trustees in the dining room of the new library.

ORA THOMPSON ROSS,
Secretary.

UNIVERSITY LIBRARY EXTENSION SERVICE ROUND TABLE

A meeting of persons interested in university library extension service was held at Ann Arbor, Thursday, June 29, at 10 a. m.,

in connection with the annual conference of the American Library Association at Detroit and Ann Arbor.

Edith Thomas, in charge of Library Extension Service, University of Michigan, presided.

The meeting was opened by a greeting from Professor W. D. Henderson, director, Extension Division, University of Michigan, after which the following papers were presented:

FORUM TEACHING AND THE PACKAGE LIBRARY*

By ALMERE L. SCOTT, *Department of Debating and Public Discussion, Extension Division, University of Wisconsin, Madison.*

Education in a democracy is more than the acquisition of knowledge. The educational system in a democracy must include and must emphasize preparation for an intelligent citizenship—a citizenship that is more than a declaration of allegiance to a government and the reciprocal right of the protection of that government.

The actions of a single group may be far-reaching in their influence. A problem of a foreign land today may become a problem of my community, of your community, tomorrow. Good citizenship must mean that the efforts of the individuals, co-operative in the aggregate, are conducive to the best interests of the whole citizen body affected, it may be the immediate community, the commonwealth, the nation, and even the world.

Affiliated citizens and students are studying, discussing problems, co-operating in activities which are truly educational in their nature—they are preparing for better citizenship.

We are sure that the social conditions of the body politic play an important part, not only in the determination of the type of government, but in its administration as well. The mere willingness to tackle the problems consequent to these social conditions will not bring the desired results. Government is the official means for the solution of them in a democracy. Public opinion is a controlling force; and one of the highest functions of educated men and women, as citizens, is to contribute their

share toward forming an enlightened public opinion.

Forum teaching involves stimulation of an intelligent interest, constructive suggestions, guidance, and the package library of selected study material adapted to the particular need. The loan package library service, restricted to the particular state, aims to meet the requests from any individual for information on any worth while question of public or community interest, or of educational value, selected to meet the specific need, with no expense to the borrower other than return transportation.

To select the material for the package judiciously, we must know for whom, why and when the information is desired. The same material can not be used to the best advantage by a rural school pupil in preparing an essay, and a member of a chamber of commerce who will discuss the problem before the taxpayers in the county.

To foster the habit of finding material at hand—an essential element in the training for citizenship in a democracy, to encourage the development of the local library—an important educational institution in the civic growth of any community, and to prevent duplication and expense, co-operation with the local libraries is necessary. In requesting a loan package, the patron is advised to designate the material available locally which this department will supplement. Information on the problem must be available to the particular interested individual in assimilable form. Such a service is possible only with the backing of a great university with the opportunity to seek expert advice and with access to the great libraries of source material. An institution where teaching and the search for truth predominates, is best fitted to this service.

To have the material containing the facts is not sufficient. The interested citizen must be able to weigh them one against the other. The more we, all of us as citizens, think and think intelligently, the more nearly will the citizen body function as a democracy.

Forum teaching that arouses an intelligent interest, gives guidance, supplies assimilable material, that results in the individual's knowledge of the facts in a serious consideration of problem situations, and a

*Abstract.

sane judgment, must create and sustain an enlightened opinion. Thus forum teaching with its package library is lending a great impetus to the establishment of an intelligent democracy, which will tend to make for the civic progress of any state.

LIBRARY EXTENSION SERVICE TO CLUB WOMEN*

BY MARY PRATT, *Bureau of Public Discussion, Extension Division, University of Indiana, Bloomington*

The field of university extension has widened so greatly in the past few years that it embraces almost all forms of adult education. The club movement has come to be included in this field partly because of the activities of the Federation of Clubs which has encouraged the making of better club programs and the writing of better club papers. In both of these activities the extension division can be useful, and is rapidly becoming recognized as a source of aid.

In its desire and willingness to assist club women it should however take pains not to usurp the function of the public or of the state library. It should supplement rather than substitute for. Because of the rather more specialized service it can give on account of the store of learning to be found in its libraries, its seminars and among its faculty, it is able to furnish some assistance which cannot be furnished except in large libraries. Most of our requests for assistance come from women in small towns where there are no libraries or where the facilities are inadequate. We take pains to urge the use of the local library both for the preparation of programs and the writing of club papers.

There are in vogue at present two sorts of club programs—the topical one and the miscellaneous one. By the former I refer to the program which takes one topic throughout the entire year, developing it from meeting to meeting and reaching a definite end. The miscellaneous program presents widely diverse papers at each meeting with no attempt at harmony. There is growing among clubs a feeling that the topical

program is somewhat more worth while, although the miscellaneous program gives a better chance for individual brilliancy. We are interested chiefly in the topical program. We furnish on request a list of outlines and suggestions on about a hundred subjects. These all lend themselves to club programs. They can be rearranged, amplified or modified in any way to suit the committee. Most of them contain references.

We obtain these outlines in various ways. When we find a good one in a paper or in another club program we borrow it. We ask members of the faculty to make them for us. We buy them when they are available. We often make them to order. This year we arranged a set of topics for a club which wished to study American history as seen through the historical novel. We also made up a set of twenty programs on the history of the drama from the Greeks to the present time, with references. We obtain these outlines by fair means or foul. I should like to see an arrangement by which the extension divisions might exchange the programs and outlines that they have, or at least might let one another know what they possess. Ours have no copyrights.

We can of course render a great deal of assistance to women who are writing club papers. If the subject is of a social, economic or political nature, it is easy to supply material from our package library collection. If the paper is on a literary or artistic subject we almost always supply references, reviews, etc. We are often asked to make suggestions for the individual paper. I have also this year written an address of welcome and prepared a program for the presentation of a drinking fountain; but these I feel are favors, and are not the regular function of the Extension Division.

We maintain a library of plays which may be borrowed for purposes of inspection and selection. They cannot be used for presentation purposes.

Our child welfare bureau, our lecture service, our visual instruction service and all of our other activities are at the disposal of club women. This field of adult education is rather new and undeveloped, so it presents many possibilities to those educational institutions which we all represent.

*Abstract.

SOURCES OF MATERIAL FOR LIBRARY EXTENSION SERVICE WITH SPECIAL REFERENCE TO PAMPHLETS

BY LENOIR DIMMITT, *Extension Loan Librarian, University of Texas, Austin*

One of my friends who knew that I had been asked to prepare a paper for this conference wished to know what the subject was to be. When I told him, he said, "You could ask for nothing easier. You will have to use only four words—magazines, newspapers, books, pamphlets." While it is true that this would be a correct answer to a query in regard to sources, it would be of little help to a librarian striving to build up a collection of material. She would want to know which magazines are best for this kind of work, and, since it takes many magazines of the same date to meet the demands for literature on the most popular subjects, how it is possible to make her subscription fund cover the cost of them. She would want to know how many and which newspapers are needed for clipping. She would want to know if she should buy any books.

A list of magazines suitable for this kind of work is too long to give here. A few which have proved to be among the most useful are *Current History Magazine*, *Literary Digest*, *World's Work*, *Review of Reviews*, *Congressional Digest*, *Survey*, *Monthly Labor Review*, *Annals of the American Academy*, *National Outlook*, *Scientific American*, *Arts and Decoration*, *American Magazine of Art*, *Playground*, *National Geographic Magazine*, *School and Society*, *Education*, and the *Bookman*. It is not necessary to subscribe for more than two copies, as others may be obtained by the simple device of begging back numbers from friends of the university. Our own experience in sending a form letter to the members of the faculty asking for their old magazines was very gratifying. The material came in so fast that all of our available space was soon overflowing. The sending of a letter of this kind has to be repeated every year so that the new members of the faculty will always receive it and the older ones will not forget about it. The bookstores and news-

stands are often willing to contribute unsold back numbers of their magazines. A notice put in the local newspapers produces good results, especially during spring house-cleaning season.

It does not pay to clip many newspapers. They are expensive to buy and expensive to put in form suitable for circulation. Then too, subjects which are important, except those of purely local interest, are usually treated in a better form in the weeklies which come out by the time the demand for the subject reaches the library. Several state papers, covering different parts of the state, the *New York Times*, and the *Christian Science Monitor* are sufficient. Arrangements can always be made to receive some of those as gifts from friends.

Few books have to be bought except those on very live subjects, such as the *Wilson Handbook Series*; debate books, such as the *University Debaters' Annual*, *Intercollegiate debates*, and the *Wilson Debaters' Handbook Series*; and some reference books, such as an encyclopedia, *World almanac* and *Statistical abstract*. It is sometimes necessary also to buy a few books on subjects for which there is a very great demand, like that chosen for interscholastic league debates. As a rule it is better to leave the purchase of books to the state library commission and the state library, since we have the privilege of borrowing from their collections for our patrons.

There are many ways of finding what pamphlets have been published and of obtaining copies of them for our library extension service. There are many institutions and associations with whom we can arrange to have our libraries put on their permanent mailing lists, by exchange, by gift, or by the payment of a certain sum. There are lists of current pamphlets which are printed regularly in magazines, and others which are printed as separate publications. Bibliographies from various sources may be consulted when material is being collected on specific subjects. Then too, references to pamphlets are found in unexpected places, such as newspapers and bulletins.

One of the most prolific sources of free pamphlet material is the United States Gov-

ernment Printing Office. While it is well to have our libraries placed on the mailing list for some of the government publications, such as the *Congressional Record*, *School Life*, *Commerce Reports*, and bulletins of the Children's Bureau, Public Health Service, Department of Agriculture, and Bureau of Education, there is little danger of our missing anything of importance even if we were not on the mailing lists, because the publications are listed in so many places. All government publications are listed in the *Monthly Catalogue of United States Public Documents*, but this is always at least two months late in reaching us and by that time the things in which we are interested have been listed in more convenient form (by subject instead of by publisher) in other places, namely the *Monthly Record of Current Educational Publications*, *Experiment Station Record*, *United States Department of Agriculture Monthly List of Publications*, *The Booklist*, *Public Affairs Information Service Bulletin*, *Journal of Home Economics*, *Monthly Labor Review*, *American City*, and other magazines.

There is a wealth of material to be had on agricultural subjects. Besides the United States Department of Agriculture, the agricultural experiment stations, state agriculture departments, and agricultural colleges all print many free bulletins. It is better to check the *Experiment Station Record* and other lists for these rather than ask to be put on the regular mailing lists for any except those of our own states. The International Harvester Company is another source of free agricultural material.

The larger banks and trust companies print free pamphlets on the subjects of banking, business conditions, foreign trade, and industrial problems. Some of the banks on whose mailing lists it would be profitable to ask a place are the American Exchange National Bank, the American Bankers Association, the Bankers Trust Company, the Equitable Trust Company, the Guaranty Trust Company, the Irving National Bank, the National Bank of Commerce in New York, the National City Bank of New York, and the Old Colony Trust Company.

A number of book publishers print short pamphlet biographies of present-day authors

for free distribution. Some of the companies which do this are D. Appleton Co., Century Co., Dodd, Mead Co., Frederick Stokes Co., George H. Doran Co., Doubleday, Page Co., Harper and Brothers, Henry Holt and Co., Houghton Mifflin Co., John Lane Co., Little Brown and Co., Macmillan Co., G. P. Putnam's Sons. The Michigan State Library has printed an excellent pamphlet called, *Biographical sketches of American artists* which may be obtained for fifty cents.

There is a large number of associations which print pamphlets on child welfare. Some of the most noteworthy of these are the American Child Hygiene Association, Child Health Organization, National Child Labor Committee, National Conference of Social Work, and the Russell Sage Foundation. Material on this subject may also be procured from the United States Children's Bureau, state children's bureaus, state departments of health, and universities.

Community organization and recreation are two popular subjects which are well provided for by the Playground and Recreation Association of America, the Russell Sage Foundation, Community Service, and university publications. Among the colleges which have printed good bulletins on these subjects are North Dakota Agricultural College, University of Minnesota, Massachusetts Agricultural College, University of North Carolina, and Wisconsin University. Some of the state boards of education, such as those of Illinois, Washington, and Indiana, and the United States Bureau of Education have printed bulletins on community centers.

The American Prison Association has recently printed a short bibliography covering the subjects of delinquency, probation, and prison reform. This association and others, notably the National Committee on Prisons and Prison Labor, National Probation Association, Prison Association of New York, and National Conference of Social Work print good material. It is quite worth while to be on the mailing list of all these associations.

A subject which rivals agriculture in the amount of material printed on it is education. It is well to be on the mailing lists of the United States Bureau of Education, the Fed-

eral Board of Vocational Education, state departments of education, and universities. The proceedings of the national and state educational associations always contain valuable material.

Fire prevention is a subject about which there is a good deal of agitation at present. The fire insurance departments of some of the states, such as Arkansas, Kansas, Louisiana, Minnesota, Missouri, Nebraska, New Jersey, North Carolina, Ohio, Tennessee, and Texas print literature on this subject. Material may also be gotten from the American Eagle Fire Insurance Company, the Continental Fire Insurance Company, the Fidelity-Phoenix Fire Insurance Company, the National Board of Fire Underwriters, and the Ohio Department of Public Instruction.

Health material is so plentiful that we sometimes wonder how there can be any sickness in the world when there is such a quantity of material along the lines of health education being distributed all the time. Besides splendid publications printed by the United States Public Health Service and the state departments, there is a large number of associations and life insurance companies which put out pamphlets on public health. Among these are the American Public Health Association, Child Health Organization of America, Association of Life Insurance Presidents, Metropolitan Life Insurance Co., National Organization for Public Health Nursing, National Conference of Social Work, Prudential Insurance Co., National Tuberculosis Association, and the Rockefeller Foundation.

Good pamphlets on house planning may sometimes be obtained from lumber, brick, and cement manufacturers. The American Face Brick Association, the California Redwood Association, Northern Hemlock and Hardwood Association, Southern Cypress Manufacturers Association, and Southern Pine Association have printed such pamphlets. The Atlas Portland Cement Co. has recently printed an illustrated booklet containing very attractive and practical house plans, called *The stucco house*.

Immigration is a subject which will probably be a live one for a long time. A splendid outline may be obtained from Ward,

McDermott Co. Both the universities of Virginia and of Texas have printed bulletins containing briefs and selected articles. Pamphlets may be obtained from the American Jewish Committee, Guaranty Trust Co., Immigration Restriction League, Inter-Racial Council, Commonwealth Club of California, National Committee for Constructive Immigration Legislation, National Liberal Immigration League, National Association of Manufacturers. The United States Census Bureau publications and the reports of the Commissioner of Immigration are valuable for statistics. A great deal of *Congressional Record* material may be obtained, either directly from the congressmen in the form of reprints, or from the superintendent of documents. Many magazine articles may be found, both in current numbers, and in back issues.

One of the most important subjects with which we have to deal is labor. Some of the sources of material are United States Bureau of Labor Statistics, American Association for Labor Legislation, American Federation of Labor, League for Industrial Rights, Merchants Association of New York, National Association of Manufacturers, and American Anti-Boycott Association.

Merchant marine and ship subsidies are prominent subjects just now. Some of the institutions and associations which are printing pamphlets on them are the American Steamship Owners Association, Atlantic Coast Shipbuilders Association, Committee of American Shipbuilders, National Foreign Trade Council, Navy League of the United States, Bankers Trust Co., and Mechanics and Metals National Bank. Speeches and reports made in congress may be obtained from congressmen.

Some of the Associations which are printing important publications on peace and disarmament are the American Association for International Conciliation, League to Enforce Peace, Society to Eliminate Economic Causes of War, Carnegie Endowment for International Peace, and World Peace Foundation.

For social problems some of the best sources of material are the American Red Cross, American Unitarian Association, National Conference of Social Work, Russell

Sage Foundation, and Wisconsin State Conference of Social Work.

Covering the subjects of architecture, art, biography, domestic art, history, literature, music, nature, popular science, and travel are the *Mentor* booklets. They are issued monthly in the form of a magazine, each number being devoted to only one subject, with the exception of a very few short articles in the back. They are beautifully illustrated and contain authoritative material. Back numbers may be bought for 25c and 35c per copy.

The Pan American Union prints excellent pamphlets on the various Latin American countries. There is usually a small charge for these, but it is sometimes possible to obtain them free by writing to your congressman.

One of the important collections in every library which offers extension service to club women is that of club programs. The fastest way of building up such a collection is to ask each club in the state to give the library a copy of its yearbook. Some good programs are procured in this way, and, when sent in advance, they help in the collection of material to meet the demands which are sure to come later in the year. The H. W. Wilson Company's *Study Outline Series* includes a number of subjects. The General Federation of Women's Clubs, the Wisconsin Library Commission, and H. A. Davidson of Claremont, California, have outlines for sale. A number of university extension bureaus have printed study courses for clubs in bulletin form, among which are the universities of Iowa, Indiana, Cornell, North Carolina, Oklahoma, Minnesota, and Texas. The American Federation of Arts has prepared some typed outlines on art subjects. The Drama League has printed a large number of outlines on the drama. The United States Children's Bureau and the National Child Labor Committee have printed outlines on child welfare. Sometimes reading lists prepared by libraries are helpful in arranging programs, and copies of them may be filed with the club program material.

The number of subjects on which material is collected for library extension service is so large that it has been possible to mention

only a few of them. We must now turn our attention to the various lists of pamphlet publications which it is necessary to check regularly in order to keep in touch with all sources of material.

The *Booklist* always contains a good list of pamphlets printed by associations, foundations, commercial concerns, banks, chambers of commerce, etc. The *Bulletin of Bibliography*, *Public Libraries*, *Library Journal*, and *Special Libraries* nearly always note a few pamphlets, particularly those publications, like bibliographies, which are of special interest to librarians. This is true also of the *Wisconsin Library Bulletin*, although it more often contains a fairly long list of pamphlets of general interest than do the other four library periodicals mentioned. The *Cumulative Book Index* lists some pamphlets along with the books on various subjects. The *Monthly Check-List of State Publications* is more useful for reference purposes than for checking. It hardly pays to check it regularly, because it contains so few references to publications useful to us which we have not already procured by means of some other list. It is valuable sometimes in looking up state reports on certain subjects which are just being introduced into our states. For instance, if there were a discussion in my state as to the advisability of establishing a state teachers' pension fund, we should want to get reports of boards administering such funds in other states. By referring to the *Monthly Check-List of State Publications* we should find that such a report has been published by the Illinois Board of Trustees of Teachers' Pension and Retirement Funds.

There are two monthly lists which cover agricultural subjects. One is the *United States Department of Agriculture Monthly List of Publications*. The other is the *Experiment Station Record* which lists United States Department of Agriculture bulletins, experiment station bulletins, publications of agricultural associations and colleges and state boards of agriculture, together with magazines and books. This list is arranged under seventeen different subjects. Of this number there are only five which it is worth our while to check carefully. These are for-

estry, foods, rural engineering, rural economics and sociology, and agricultural education. References to forestry publications are also to be found in the *Current Literature Monthly List* of the library of the United States Forestry Service.

Many magazines covering specific fields contain lists of literature published on subjects in these fields. Lists of current publications in the field of education can be found in the *School Review*, *Education*, *Elementary School Journal* (which practically duplicates the list in *Education*) and *Pedagogical Seminary*. But the most complete list of educational literature is printed in the *Monthly Record of Current Educational Publications*, which is a classified list. Lists on health are contained in *Public Health Nurse* and *American City*; home economics in *Journal of Home Economics*; municipal problems in *American City* and *Municipal Reference Library Notes*; recreation in *Playground* and in *Parks and Recreation*; social problems in *American Journal of Sociology*, *American Political Science Review*, *Journal of Delinquency*, and *Survey*.

All the lists that have been mentioned are duplicated to a certain extent in the *Public Affairs Information Service Bulletin*, which is by far the most inclusive list printed. If those of us who have the responsibility of making large collections of material on current questions were told that we were going to be deprived of all check-lists except one and we had the choice as to that one, I believe that the *P. A. I. S. Bulletin* would receive a unanimous vote. I should not like for this to happen, however, because there are always some pamphlets mentioned in the other lists which are not given in the *P. A. I. S. Bulletin*.

Some of the advantages of the *P. A. I. S. Bulletin* are that it is issued weekly (which is not true of any of the other lists mentioned); it is classified by subject and is cumulative, which makes it valuable for reference purposes; it covers nearly all of the subjects most in demand in library extension work; it announces the formation of new associations and the publication of new magazines; it announces approaching meetings of associations and analyzes their proceedings as soon as they are published. It

lists pamphlets, magazine articles, and books.

Further aids which we have in finding clues to material are bibliographies prepared by libraries and other institutions. The *Bulletin of Bibliography*, *Special Libraries*, and, sometimes, *Library Journal* contain bibliographies. The Library of Congress prepares lists of references on timely subjects, such as Kansas Court of Industrial Relations and Soldiers' Bonus. The *Price Lists* of the Superintendent of Documents are useful when collecting material on specific subjects. A valuable list which might be mentioned in this connection is the one by Mary Josephine Booth called, *Material on Geography which May Be Obtained Free or at a Small Cost*. This was printed as *Bulletin No. 69* of the Eastern Illinois State Normal School. It is not only a good list from which to order, but it should be included in every package library on the teaching of geography.

References to publications of associations and societies which are found in bibliographies and other places often do not give the address of the publisher. This necessitates a knowledge of places to look for such information. The cumulation of the *P. A. I. S. Bulletin* gives a key to periodical references, with addresses, and a directory of book publishers. It also lists the associations, with their addresses, whose proceedings have been analyzed in the *Bulletin*, but this is a small number. The addresses of other associations and institutions are given in the body of the *Bulletin* where their publications are listed, but since these are arranged by subject only, it is almost impossible to find them for directory purposes. It would be very helpful if the addresses of these associations were added in the front of the cumulation where the other directories are found.

The *World Almanac* contains a list of associations and societies, with addresses, and the *Cumulative Book Index* lists some in its directory of publishers. On the general subject of agriculture the *Directory of American Agricultural Organizations* printed by the United States Department of Agriculture may be consulted. Besides purely agricultural associations, it includes those

whose work concerns good roads, bird protection, and kindred subjects. The United States Department of Commerce has printed a directory of commercial organizations in the United States. The annual educational directory published by the United States Bureau of Education included educational associations and some learned and civic organizations. Addresses of libraries and library associations may be found in the *A. L. A. Handbook*. The *Playground* of March, 1922, consists largely of the year book and annual report of the Playground and Recreation Association of America which contains the addresses of officers of recreation commissions, boards and associations.

Each issue of the *Survey* contains a short directory of social agencies. The American Red Cross has published a recent book called, *Handbook of social resources in the United States*. In 1915 the H. W. Wilson Co. printed *A subject index to about 500 societies which issue publications relating to social questions*. This was a most useful publication, but it is out of date now. The H. W. Wilson Co. would render a valuable aid to all extension library and other reference library workers by publishing a new and revised edition of this.

Even with all the directories named at hand there are still times when it is difficult to find certain addresses. Because of this we in Texas have found it convenient to keep a card index file of associations and institutions that publish material on the subjects in greatest demand. This is arranged in two parts, one by publisher and the other by subject. The first is used as a directory, while the second helps in locating material on specific subjects.

It is doubtful whether it would be possible to make a complete list of all the sources of material for library extension service. It certainly cannot be done in a paper of this length. An attempt has been made only to point out the most important sources.

ADDRESSES OF ALL PUBLISHERS MENTIONED,
WITH THE EXCEPTION OF GOVERNMENT DE-
PARTMENTS, COLLEGES AND BOOK
PUBLISHERS.

American Anti-Boycott Association, 135 Broadway, New York, N. Y.

American Association for International Conciliation, 407 W. 117th St., New York, N. Y.

American Association for Labor Legislation, 131 East 23d St., New York, N. Y.

American Bankers Association, 5 Nassau St., New York, N. Y.

American Federation of Arts, 5th Ave. and 52nd St., New York, N. Y.

American Child Hygiene Association, 1211 Cathedral St., Baltimore, Md.

American Federation of Labor, 9th and Mass. Ave., Washington, D. C.

American Eagle Fire Insurance Co., 80 Maiden Lane, New York, N. Y.

American Exchange National Bank, 128 Broadway, New York, N. Y.

American Face Brick Association, 1105 Dearborn St., Chicago, Ill.

American Jewish Committee, 117 Madison Ave., New York, N. Y.

American Prison Association, 135 East 15th St., New York, N. Y.

American Public Health Association, 370 7th Ave., New York, N. Y.

American Red Cross, Washington, D. C.

American Steamship Owners Association, 17 Battery Place, New York, N. Y.

American Unitarian Association, 25 Beacon St., Boston, Mass.

Association of Life Insurance Presidents, 165 Broadway, New York, N. Y.

Atlantic Coast Shipbuilders Association, 30 Church St., New York, N. Y.

Atlas Portland Cement Co., Chicago, Ill.

Bankers Trust Co., 16 Wall St., New York, N. Y.

California Redwood Association, San Francisco, Cal.

Carnegie Endowment for International Peace, 2 Jackson Place, Washington, D. C.

Child Health Organization of America, 370 7th Ave., New York, N. Y.

Committee of American Shipbuilders, 30 Church St., New York, N. Y.

Commonwealth Club of California, 153 Kearney St., San Francisco, Cal.

Community Service, 1 Madison Ave., New York, N. Y.

Continental Fire Insurance Co., 80 Maiden Lane, New York, N. Y.

Drama League of America, 59 E. Van Buren St., Chicago, Ill.

- Equitable Trust Co., 37 Wall St., New York, N. Y.
- Fidelity-Phoenix Fire Insurance Co., 80 Maiden Lane, New York, N. Y.
- General Federation of Women's Clubs, 415 Maryland Bldg., Washington, D. C.
- Guaranty Trust Co., 140 Broadway, New York, N. Y.
- Immigration Restriction League, 11 Pemberton Square, Boston, Mass.
- International Harvester Co., Harvester Bldg., Chicago, Ill.
- Inter-Racial Council, 233 Broadway, New York, N. Y.
- Irving National Bank, Woolworth Bldg., New York, N. Y.
- League for Industrial Rights, 70 Fifth Ave., New York, N. Y.
- League to Enforce Peace, 130 West 42d St., New York, N. Y.
- Mechanics and Metals National Bank, 20 Nassau St., New York, N. Y.
- Mentor Association, 114 East 16th St., New York, N. Y.
- Merchants Association of New York, Woolworth Bldg., New York, N. Y.
- Metropolitan Life Insurance Co., 1 Madison Ave., New York, N. Y.
- National Association of Manufacturers, 30 Church St., New York, N. Y.
- National Bank of Commerce in New York, 31 Nassau St., New York, N. Y.
- National Board of Fire Underwriters, 76 William St., New York, N. Y.
- National Child Labor Committee, 105 East 22d St., New York, N. Y.
- National City Bank of New York, 55 Wall St., New York, N. Y.
- National Committee for Constructive Immigration Legislation, 105 East 22d St., New York, N. Y.
- National Committee on Prisons and Prison Labor, 116th St. and Broadway, New York, N. Y.
- National Conference of Social Work, 25 East 9th St., Cincinnati, Ohio.
- National Educational Association, 1400 Mass. Ave., N.W., Washington, D. C.
- National Foreign Trade Council, 1 Hanover Square, New York, N. Y.
- National Liberal Immigration League, 108 East 31st St., New York, N. Y.
- National Organization for Public Health Nursing, 370 Seventh Ave., New York, N. Y.
- National Probation Association, Albany, N. Y.
- National Tuberculosis Association, 370 Seventh Ave., New York, N. Y.
- Navy League of the United States, 110 S. Dearborn St., Chicago, Ill.
- Northern Hemlock and Hardwood Association, Oshkosh, Wisc.
- Old Colony Trust Co., Boston, Mass.
- Pan American Union, 17th and B Sts., N.W., Washington, D. C.
- Playground and Recreation Association of America, 1 Madison Ave., New York, N. Y.
- Prison Association of New York, 135 East 15th St., New York, N. Y.
- Prudential Insurance Company of America, Newark, N. J.
- Rockefeller Foundation, 61 Broadway, New York, N. Y.
- Russell Sage Foundation, 130 East 22d St., corner Lexington Ave., New York, N. Y.
- Society to Eliminate Economic Causes of War, 67 Wellesley Ave., Wellesley, Mass.
- Southern Cypress Manufacturers Association, New Orleans, La.
- Southern Pine Association, 600 Interstate Bank Bldg., New Orleans, La.
- Ward McDermott Press, Warren, R. I.
- Wisconsin Library Commission, Madison, Wisc.
- World Peace Foundation, 40 Mt. Vernon St., Boston, Mass.

ORGANIZATION AND DEVELOPMENT OF MATERIAL FOR BULLETINS TO BE USED IN LIBRARY EXTENSION SERVICE

By LOUIS R. WILSON,* *Librarian, University of North Carolina, Chapel Hill*

During the past ten years the Division of Extension of the University of North Carolina has issued from 90 to 100 bulletins, many of which have been prepared to promote some form of library extension service. In the preparation of this material a fairly definite line of procedure, based upon an accumulating experience, has been followed. In response to a request from your program committee and with the hope that our experience may be of service to others engaged

*Read by Mr. Baker, assistant to Mr. Wilson.

in similar work, it is my purpose to present in bare outline this method of procedure.

1. The first step in the preparation of bulletins of this nature, bulletins concerning debate, citizenship, community drama, playgrounds, consolidated schools, the beautification of school grounds, which come under the subject of this paper, is, quite naturally, that of determining the particular subject of which the bulletin shall treat. This selection must be thoughtfully made, and if it is within my province to suggest who should make it, I should say that it should be by the director of extension and the chief of the library extension service. It should unquestionably be decided by those members of the extension administration who are constantly serving the needs of the public and are responsible for the carrying out of a sustained program of extension work. No matter from what source the suggestion as to subject comes, whether from an individual, or a club, or a special organization, or from the service offered by some other extension division, the subject must be considered in relation to the special program of which it is to be a part.

2. Once the subject is chosen, an author or compiler must be selected who is qualified to handle it, and (which is of even greater importance) handle it from the point of view of the director of extension rather than that of, say, the head of an English or some other academic department. It has long since been conclusively demonstrated that many members of a faculty whose services in the classroom are of a high order are altogether unsuccessful as correspondence teachers. It is equally demonstrable that not all good teachers are good authors of extension bulletins, but that there is really an art in fitting a publication of this nature to the special group for whom it is intended. At the beginning of our work, members of the faculty who were employed to prepare bulletins, particularly programs for women's clubs, almost invariably worked out a syllabus, which, if adopted by a club, was usually soon abandoned, or had to be worked over and put into usable form. More recently this difficulty has been overcome in that specimens of successful programs have been available, and a fairly good honorarium is prom-

ised for the delivery of a manuscript which meets certain requirements. To my mind, it is absolutely necessary, not that the offering shall be low-brow, but that it shall be altogether worth while and that it shall be put in sufficiently clear and attractive form to elicit and hold the interest of people who make use of the service for what they get out of it and not because a dean of students, with all the disciplinary authority of an institution, is lined up behind them.

3. The third essential is to furnish the author such library material as is essential to the preparation of the bulletin. In our case, the bibliographical tools of the library are, as a matter of course, always at the disposal of the author. In addition to this, the library sets aside a special fund of several hundred dollars, for the use of the library extension service division in the preparation of bulletins. If new books are required, or if duplicate copies are needed, they are secured immediately and the author makes such use of them as is desired. This is extremely important, and adequate provision must be made for it. However, in the preparation of bulletins for study clubs or other organizations following a fairly definite course of study, it is extremely important for the author to base the course on some single text or at most two or three volumes which can be easily secured. Long bibliographies should be studiously shunned, particularly if the service is intended for communities that have very inadequate public library service.

4. When the manuscript, prepared in conformity with these suggestions, has been accepted and while the publication is going through the press, all books and materials referred to in the publication should be brought together and arranged in such a way as to be available when the bulletin is distributed. A bulletin supported in this way by an adequate package library service is far more effective than one which is not. Furthermore, not only are more books and periodicals called into use to support the subject matter of the particular bulletin in question, but the whole work of the library extension service division is emphasized in the mind of the public.

While these four steps are the essential ones in the preparation of the type of bulletin

tin we are discussing, possibly two other observations might be made with profit here. An effort should be made, particularly on the part of state institutions engaged in library extension service, not to duplicate publications. In North Carolina it has been easy to avoid duplication, as the University, until recently, has had a free hand in extension work of all kinds. In the case of our publication treating of the beautification and improvement of school grounds, however, we found it desirable to co-operate with the State Department of Education; and in the case of our bulletin on parent-teachers associations we have kept in mind the service of the North Carolina College for Women. So far there has been but little duplication of effort on the part of the library extension service of the Division of Extension of the University of North Carolina Library Commission, as the former has devoted itself almost entirely to supplying material essential to the carrying out of special programs, whereas, the latter has limited itself largely to the task of supplying material to schools for use in debate and the discussion of current events. Special effort, certainly, should be made to avoid excessive duplication, not so much because it is expensive, but because it may furnish the opportunity to the man who wishes to make trouble. In reality, excessive duplication of library extension service in North Carolina, which has in its public libraries only 56 volumes to every 1000 inhabitants, is an impossibility, as it very probably is in the rural sections of almost all the states.

The second observation is that after the material is organized and published, the work will have been done to but little purpose unless a satisfactory plan of "selling" it to the public is devised and employed. In this respect our service has been unusually successful, as attested by the rapidity with which many of the bulletins have become out of print, and by the steadily mounting number of programs and pieces of material sent out.

In conclusion I wish to submit for examination, which will prove of more value probably than these suggestions, copies of a half dozen of our most typical bulletins, as follows: *Public discussion and debate, Constructive ventures in government, The parent-teacher association, Studies in southern literature, The beautification and improvement of school grounds, and Plays for amateurs.* All represent phases of our library extension service, and all have been widely used by individuals and clubs in North Carolina and many other states.

A general discussion followed the reading of these papers. After the discussion it was moved that the University Library Extension Service workers take the steps necessary for affiliation as a group with the American Library Association.

The following officers were elected for next year's meeting:

Chairman, Edith Thomas, of the University of Michigan Library Extension Service.

Secretary, LeNoir Dimmitt, loan librarian, Extension Division, University of Texas.

EDITH THOMAS,
Chairman.

WORK WITH NEGROES ROUND TABLE

The first annual meeting was held in the assembly room of the Main Library, Detroit, Wednesday evening, June 28, 1922, Ernestine Rose of the New York Public Library presiding. About one hundred were in attendance.

The chairman announced as the purpose of the meeting the consideration of a permanent organization following up the informal discussion at Swampscott, and called upon George T. Settle of the Louisville Free Public Library to open the question.

Mr. Settle defined the object of the round

table as an opportunity to exchange ideas and recite for the mutual benefit what is being done. Louisville has organized a Negro department of its training class and has already trained eleven colored assistants from other southern cities. A separate library for colored people is maintained, giving very effective service. A round table to discuss this subject will be a valuable source of help. Mr. Settle announced his intention of establishing a library school in connection with the Louisville Public Library with a colored department.

The chairman reported that a questionnaire designed to get a clear understanding of the status of library work with colored people had been sent out during the year. The report on this questionnaire was tabulated by Marion P. Watson, of the 135th Street Branch of the New York Public Library, as follows:

LIBRARY WORK WITH NEGROES IN 1922
A QUESTIONNAIRE

In order to get information about library work with Negroes in other cities, the 135th Street Branch of the New York Public Library sent to 122 libraries throughout the country the following questionnaire. Ninety-eight libraries responded. The information given in this report is based on the replies from these 98 libraries:

Questionnaire

1. What percentage of your population is Negro?
2. Have they free access to the library?
3. Have you any specialized equipment for serving them, such as
 - a. Separate colored branch?
 - b. Colored assistants?
 - c. Special book collection on the Negro and Negroid subjects?
4. If you have Negro assistants, what methods have you for training them?
5. In what way is the Negro represented on your governing board?

In response to question 1 as to percentage of colored population in cities, the figures range from almost 50% reported by the Savannah Public Library, 45.3% by the Jacksonville Library, about 43% by the Carnegie Library of Atlanta, and 39.3% by the Birmingham Public Library down the scale to places reporting practically no Negroes.

In responding to question 2, asking about access to the library, the states north of New York, all having a very small Negro population, report free access for colored people. All the western states, also with a small percentage, report free access to the library for Negroes on an equal footing with white persons. Hence the real interest of the question lies in the southern states and those of the Middle West, all of which have a considerable Negro population. Hagerstown, Md., and Wheeling, W. Va., are the only

southern libraries reporting unrestricted access for Negroes. Paducah, Ky., reports: "privilege to draw books from library, but not allowed access to shelves or reading room." The public library of Jacksonville, Fla., the Negro population of which is 45.3%—one of the largest—has "a small library building and one of its largest rooms set apart for colored people." A separate branch is included in their extension program.

Question 3, on specialized equipment, brought a variety of responses. The following public libraries which, in so far as could be ascertained from their replies, are not open to Negroes, do, however, grant them special privileges through separate branches: Birmingham, Ala.; Little Rock, Ark.; Wilmington, Del.; Jacksonville, Fla.; Atlanta, Ga.; Louisville, Ky. (2); Charlotte, N. C.; Chattanooga, Knoxville, and Nashville, Tenn.; Norfolk and Roanoke, Va.; New Orleans, La.; Evansville, Ind.; Charleston, W. Va., and Houston, Tex.,—a total of 16.

Several libraries have stations in schools for colored children. The Louisville Public Library, in addition to its two Carnegie branches and 15 stations, has 58 classroom collections in 23 schools. The Indianapolis Public Library says: "We are organizing a branch library for colored people in one of the largest colored schools in the city. We hope to have it in full running order by June 1." Tampa, Fla., has a library room in the Negro school building open to children all day and to adults after school closes.

Some libraries, particularly in the East and Middle West, located in cities having a large Negro population, not only allow them general library privileges but also give them special library service. Such libraries are the Cincinnati, New York and Cleveland public libraries. Cleveland reports: "Our branch was built in the center of the largest Negro district with the needs of the Negro especially considered, though it serves white people also. About 45 per cent of the registration there is Negro." The New York Public Library serves the Negro through a branch in the special district in which he lives, allowing him at the same time the free use of the entire system. Several other libraries maintain deposit stations for Negroes.

The replies to the question about employ-

ment of colored assistants show that all the libraries with separate branches for Negroes have entire colored staffs. Kansas City, Mo., Cincinnati, Indianapolis, Minneapolis and New York, none of them segregated systems, all report Negro assistants, presumably for work with colored patrons. Buffalo, New Haven, St. Paul and Boston have no separate colored branches, but employ a few Negro assistants. The Cleveland Public Library reports no colored assistants, but "Care is taken to assign to those branches having many colored readers assistants who are sympathetic toward them and interested in their welfare." The 135th Street Branch of the New York Public Library, organized within the last two years to meet the very special needs of a large and growing Negro population, has tried the experiment of a mixed white and colored staff to serve better a Negro public.

In response to the question about collections on Negroid subjects, most libraries in large cities and in cities having a large colored population report having such a collection. Most of these evince a willingness to get books especially asked for by Negro library members. One library sends notices to the colored papers about books of interest to their readers. Several report getting everything on the Negro unless too radical. The Evansville, Ind., Public Library in this connection says: "We have a very fine collection. A great effort has been made to buy everything in print on the Negro question that is not too old or too rabid. We have also specialized on books written by Negroes. No collection in the city has been so carefully selected."

Question 4 on the training of Negro assistants brought forth the most significant information. According to replies received there are three definite methods of training colored assistants. One is the Louisville method. Six libraries report that assistants have been trained in the public library of this city. In some cases an assistant was trained in Louisville, who went back to his branch and in turn trained other assistants. Another method is reported by seven libraries. Their assistants were trained by the white head librarian or by heads of departments also white. The third method is by

definite technical instruction. Two Indiana libraries have sent their colored assistants to the summer school of the Indiana Library Commission. In Cincinnati colored and white assistants are trained together by the library. The Public Library of Washington, D. C., says it plans to send its Negro assistants to Howard University for training. The New York Public Library expects to have one of its colored assistants in its library school next year. According to the replies no Negro assistant now doing public library work has as yet received training in a library school.

Practically no libraries report the presence of colored representatives on governing boards. The general tenor of the replies is that library boards represent no particular factions. A characteristic answer to this question is that from Harrisburg, Pa.: "We make no distinctions of race or color, and no question has ever arisen. There are no 'special classes' represented on the board." Two exceptions to the general trend are Charlotte, N. C., and Savannah, Ga. The former says: "The Negroes have their own board of trustees composed entirely of Negroes, five in number." The librarian adds in a letter: "I have nothing to do with their library in an official way, but always assist them in any way possible. Our arrangement seems quite agreeable all the way through. They take pride in having their own schools and library." Presenting another angle, Savannah reports: "Their library has a board composed entirely of Negroes. The situation is all wrong, but conditions make it inadvisable to bring about a change at this time." Atlanta writes: "We tried having an advisory committee from the colored people, but as they did not confine their activities to advice, we disposed of them." Roanoke has "a library committee (colored) which acts in an advisory capacity when there is special business before the board concerning the colored branch."

The questionnaire as a whole shows that, although library work for Negroes is still largely a thing of the future and needs great development, nevertheless much progress has been made in the last few years, as comparison with former reports shows.* This is

*U. S. Bureau of Education, *Bulletin* 38.

evident in the increasing number of special branches for colored people and in the more frequent use of Negro assistants for serving the colored public. The questionnaire reveals also a deplorable lack of proper technical training for Negro assistants. It is evident that the demand for properly trained colored librarians is increasing, and that this demand will have to be met with well qualified professional workers.

The chairman emphasized the following points:

1. The purpose of this questionnaire to clear the ground for further discussion of methods and principles.

2. The basis of discussion to be one of comparison on the basis of individual situation in various localities. Generous consideration must be given to all connected with this difficult topic.

L. W. Josselyn, of Birmingham, Ala., followed with a paper on the **SUPPORT AND CONTROL OF NEGRO LIBRARIES**. It is not fair to the Negro to judge him by standards of the white race; his needs are different from our needs and his problems must be seriously studied, as well as our problems in working with him. This study is best made by personal contact supplemented by the best sociological work of Negro as well as white authors. The amount of financial support should depend on the literacy of the Negro, the ability of the literate Negro to make use of library service and the cost of giving such service. One dollar will buy more service for the Negro than for the white man. Adequate service to the Negro is 25% cheaper than to the white, as personal service is cheaper by 40%, books 15%, periodicals 10%, miscellaneous expense 10%. Since public libraries are controlled by the people through suffrage, the whites being in the majority control the Negro libraries. In response to a questionnaire the replies from fifteen southern libraries indicate that a mixed board of control is impossible, a white board with an advisory Negro board impracticable, a Negro board unsuccessful.

Informal discussion brought out the following information:

Birmingham, Ala., bases the cost of Negro service in libraries on costs obtained

from various educational and business institutions. Books are cheaper because more elementary.

Louisville, Ky., considers the cost of Negro service greater per capita than for white people. White and colored assistants are paid the same salaries, while double the number of colored assistants is used. The same complete reference library is provided as for white service. An attempt is made to cultivate social imagination as distinct from folk imagination, by interesting them in the better type of modern fiction. More books per capita are read than in any white community in the south.

Evansville, Ind., finds its colored branch most expensive, as a larger staff in proportion to those served must be provided, based salaries in efficiency; attempts to give equal service to both races, though in separate buildings.

Roanoke, Va., reports a colored adult circulation 80-90 per cent fiction, juvenile 50-55 per cent fiction, with religion second in both instances.

Norfolk, Va., has a colored advisory committee which formulates a policy for the colored library, keeping within the policy of the white library. It selects its own assistants and discusses its problems with the white librarian.

Knoxville, Tenn. Mary U. Rothrock, Knoxville, advised workers with Negroes to think and listen and say little. General principles should be modified in the light of local conditions. A Negro is entitled to equal opportunities and to the generous consideration of the white majority. A book collection should be provided with a view to its usage, but not inferior to the white collection. The cultural advantage of good architecture in the library building ought to be given and ample financial support assured. As the majority rules, the white race is in control and the practical problem remains to arrange complete co-operation with the least friction. Negro citizens do not approve a colored advisory committee.

Kansas City, Mo., has a new branch which is about to be housed in a high school, to be administered like other branches. The book problem is not different from other

branches, the Negro clientele being very intelligent.

The chair introduced Ethel McCollough of Evansville, Ind., who read a thoughtful paper on the TRAINING OF NEGRO WORKERS. Evansville's Negro branch, the first of its kind north of the Ohio River, was organized eight years ago. The work of training colored assistants is still in the pioneer stage. The choice of material among Negroes is much more difficult than among whites, because of their sensitiveness and lack of mental training. Many things must be considered and great discretion used in selecting those who are to be trained. The trained Negro librarian gives very acceptable service to her own people. Four colored apprentices have been graduated, sometimes with the regular class, sometimes by special training. Certificates are issued to them.

Jennie L. Flexner, Louisville, Ky., thought two kinds of training necessary for white and colored alike—both industrial and classical, to develop an improved relationship between the races. The majority of southern Negroes are farmers and farm laborers, who must not only be trained to get something out of their lives, but must have an outlet for leadership provided for them. Keep racial integrity by training leaders to develop co-operation with white people. While other professions have growing numbers of Negroes, only a few librarians have been trained. The trained Negro librarian has a virgin field to work among his own race. He is much needed to supplement the work of schools, which are often open for only a few months in the year.

Thomas F. Blue (Colored), Louisville, Ky., sketched the training given colored librarians in the Louisville library, where he is in charge of the colored department. Interesting publications illustrating this work were presented for distribution.

E. Gertrude Avey, Cincinnati, reports a separate colored branch since 1912, with three colored assistants trained in the local library under special instruction. A second branch will soon be opened in charge of a colored librarian trained with the regular local apprentice class. This has been more satisfactory than giving special instruction. The colored branch costs the same

as any other branch, the same methods of book selection are used and the assistants attend the regular staff meetings.

OPPORTUNITIES FOR WORK AND WORKERS

J. F. Marron, Jacksonville, Fla., speaking on OPPORTUNITIES FOR WORK AND WORKERS, said that there is plenty of opportunity in the real south for work and workers. Most large cities have little of such service and there is none in the smaller communities. Where already established it is capable of larger development. Progressive colored people will become available for training and the larger minds among them will handle the question of missionary work among their own race. All colored institutions of learning will need such libraries. No high school library is now known in Jacksonville; this is not possible at present, as colored schools are overcrowded.

Tommie Dora Barker, Atlanta, Ga., opened a colored branch in July, 1921, in the largest Negro center of the city, combining a business section with residences. She considers the school and the library important restraining influences for Negroes. The library registers four thousand members. It is hoped to establish stations auxiliary to this branch in other Negro centers of the city. A proposed local program of enlarged school activities will give the library opportunity to obtain room in the high school for a colored library. Large returns are received from the number reached. The present expenditure for administration is large; it is not a cheap investment.

Pearl Hinesley, Roanoke, Va., said that as a self-governing people must be an intelligent people, the public library is an important factor in developing self-government. Roanoke is about to organize a colored branch and has received much inspiration from a colored assistant loaned by Louisville.

SEGREGATION

Ernestine Rose in a talk on SEGREGATION spoke of the North as coming rapidly to face a problem similar to that in the South. For example in New York the 135th Street Branch is the only one at present having colored assistants although other branches are in large, growing Negro centers. It is a question whether it should be made a colored branch or whether colored assistants

should be put in other branches. Segregation will be a large problem for the North to solve, though it is not yet realized in most quarters. Legally, colored and white are on the same ground, but in many cases there is not a real feeling of equality in the library.

Miss Rice, Chicago, feels that the Chicago Public Library has no problem to discuss. No separate branches are considered and work does not differ from that with foreigners. The branch in Abraham Lincoln Center has a fast growing colored patronage, with two colored assistants. There was some staff discomfort at first, but that has disappeared. Colored children do not seem to prefer the colored assistants above the white.

Miss Morgan, Cleveland, has a large branch located in a colored neighborhood, with a large percentage of colored readers.

William F. Yust, Rochester, N. Y., thinks there is no race problem there. The problem of control and management is bound to bring forth conflicting experiences in various localities. The varying success of governing boards indicates that advisory boards hold great possibilities of friction

and dissatisfaction. Such statistics as those collected in the recent questionnaire were recently asked for by Mr. Bertram, secretary of the Carnegie Corporation. There is possible action here for the round table—if such figures were available concrete help might be obtained at some future time.

The chairman presented the matter of organization into a permanent A. L. A. section and it was moved by Mr. Settle, Louisville, and seconded by Miss Ohr, Indianapolis, that such organization be effected. Discussion brought out a feeling that the matter was not yet ready for such a step. Some of the speakers thought the purpose could be served by a round table for at least another year, or that all difficulties would be cleared away after four or five years' round table discussion. Others deemed the problem too sectional in character to be regularly organized as an A. L. A. section. The motion was therefore amended in such manner as to instruct the chairman to ask the president of the A. L. A. for a round table next year, if thought necessary by her.

The amended motion was carried and the meeting adjourned. ERNESTINE ROSE.

WORK WITH THE FOREIGN BORN—ROUND TABLE

The Round Table on Work with the Foreign Born met on Tuesday afternoon, June 27, in the Y. W. C. A. auditorium, Detroit. In addition to interested librarians, there were present representatives from one Roumanian and three Polish newspapers.

M. C. Kozlowski, Polish vice-consul at Detroit, also attended the meeting and later contributed to the discussion.

The meeting opened with the following paper:

IS THE PUBLIC LIBRARY DEMOCRATIC?

By MRS. ELEANOR E. LEDBETTER, *Cleveland Public Library; Chairman of Committee on Work with the Foreign Born*

The library suffers in its development from the fact that it did not originate as a democratic institution; on the contrary, it was most exclusive. In the period when only a few were *men* and the rest were chat-

tels, the library was a possession of an exclusive few; with the development of the universities, libraries became the workshop of the scholar; with general public education came the wider public use of libraries, but largely with a purely educational aspect; from being the workshop of a few great scholars they became the workshops of many students. But still the limitation was to the cultured class, and the library was essentially a class institution. Then the vision came of libraries not only as agencies of culture, but as agencies of utility. Business books came to our shelves, and business men came in after them; technical books, and workmen used them; cook books, and housewives used them. Our vision widened still further and we began to see the possibility of a book for every man,—a book that he could use, and the man using it. So we have library extension work and we measure our success by the proportion of actual

readers to the number of possible ones. When we do indeed have a book for every man, and the man using it, then the library truly will be democratic. And toward this goal we are progressing.

But to attain it there are two fundamental considerations necessary alike for the largest library and the smallest one: Have we the books that our public can use? And, Do they know that we have these books and do they feel free to use them?

To answer these questions with even approximate satisfaction, we must know our people, their educational development, and the land of their nativity. When the native tongue is another than English, then we come to that specific phase of library extension work which we call "Work with the Foreign Born." And we have this round table today, not because we are trying to do anything different from other libraries, but because in doing the same work we meet special problems.

First and all embracing is the problem of ignorance; ignorance on our part as to who the immigrant is; ignorance on his part as to what the public library is; ignorance on the part of library boards and—yes—even of librarians as to their duty to the community as a whole. An all too common civic condition was naïvely expressed by a librarian who said, "We have never done anything for the foreign born of our city because we have never had money enough to get all the books we need for ourselves." By "ourselves" she meant perhaps at most 40 per cent of the population of her city,—the 40 per cent which is accustomed to privilege, which looks for privilege as a right and which scarcely knows of the existence of the other 60 per cent. A library which takes this position has no claim to democratic standing. It is a class institution.

The same feeling is reflected in the tendency to place library buildings in centers of culture, where they will be easily accessible to the intellectually favored classes of the community. They should, on the contrary, be placed in the districts most needing light and there form nuclei for cultural development.

The librarian or the library board member who speaks of "ourselves" on the one

hand and the foreign born on the other would often be surprised to see where the library funds come from, if he were to examine the tax duplicate. "Ourselves" pay more taxes in bulk because we have more on which to be taxed; but less in proportion, because much of what we have is intangible, like stocks and bonds and personal property; while the immigrant on the contrary puts his savings into a home; and everywhere the small real estate owner carries an undue proportion of the taxes. Civic justice demands that he receive his share of the returns from those taxes.

The development of playgrounds has been exactly the reverse of the development of the library; libraries began at the top with those who could provide for themselves and are only gradually working down to those who need to be provided for; while playgrounds beginning as a public necessity for those suffering from their lack, have been adopted on their merits by the fortunate. If funds are insufficient let libraries, like playgrounds, go first to those who need them most.

Assuming then, that we have the library so situated as to make its use possible to the whole community both native and foreign born, we come directly to the practical question, what books can the immigrant use? The answer to this is determined by his nationality, his degree of opportunity in the Old World, and his working hours in the new one. It is merely begging the question to say that he ought to learn to read English. To say what the other fellow ought to do, then to feel oneself relieved of responsibility by his failure is a method of passing the buck as old as time itself. It is the librarian's favorite alibi. For years we said that business men ought to read poetry, and that mechanics ought to read history, but they didn't do it. The poetry and the history stood on our shelves and were read by a limited number of intellectuals, and the business man and the mechanic thought of the public library as a place where club women went to write their papers. Now that we have for the business man books that he can use, for the policeman books related to his job, and for other men books on their various interests, we

get the men into our libraries, and if we ourselves have profited by our own resources, the chances are good that we may tempt the student of salesmanship into a little poetry on the side. Let us always remember that the fisher of men must have bait.

For our immigrant let us have first by all means books to help him learn English, text books and "easy" books, and let us be generous with time when we discuss them with him. Then if we want the library to become any real part of his life, we must have books for his recreation,—which means books in his native tongue.

There are many people who have never tried it themselves who do not realize how hard it is to attain sufficient mastery of a foreign tongue to read it with ease and full understanding. These are the people who say glibly and with emphasis that the immigrant can understand American life and ideals only through American literature and that therefore he must read English. This demand is just about as reasonable as it would be to say that since the top of the window must be washed, the housewife must grow tall enough to reach it. She can't. Neither can the average immigrant acquire sufficient facility in English to read English as a recreation. I have myself studied Czech with considerable diligence, and for quite as much time as the average immigrant can give to English in his first two years in America; I read the Czech newspapers every day, but I am a long way from understanding all that they say; and when it is something of special interest to me, I go to an interpreter to assure myself of the exact shade of meaning,—whether the event was, will be, or might be if conditions were different. I have often got quite excited over something I saw in the paper, only to find that a qualifying or conditional clause made the meaning quite different from what I took it to be. And while I am really keen to read Czech literature, I see no prospect of ever getting time for the necessary concentrated effort. If I were transported to Czechoslovakia tomorrow and had to work eight or ten hours a day for my living, and had available only Czech literature, I should have to give up reading. Now then can I expect the

Czech immigrant to find rest and recreation in English?

Moreover there is the matter of literary taste. I confess without shame, since I know that a large part of the American public is with me, that my favorite novel is a love story with character development forming the basis of the plot, and with a happy ending. I cannot change this predilection so far as to choose for pleasure a psychological story with a suicide in every chapter. I shall never be able to do so and, to tell the truth, I don't want to. Neither do I expect the Russian who enjoys suicides to acquire a preference for happy endings. The Pole's literary taste is for the historical novel, based on the history which is a part of his soul,—the history of Poland. The ideal of the Czech reader is the simple tale *Babicka*, the tale of common things and of every day virtues. These tastes are good, they are a part of the immigrant's very self, and they can be satisfied only in his own literature. They are based, too, upon conditions which he understands. Hugh Walpole said in a recent *Bookman* that the average Englishman cannot care for *My Antonia* for example, because he has no conception of the social conditions which make it possible. If this is true of the English who are our own kin, how much more must it be true of the continental European whose native social conditions were as remote from ours as the poles are from each other?

These are not all but some of the reasons why the library in an immigrant community must have books in the native tongue of its constituents. How to obtain those books in consideration of the difficulties of the time, forms a topic on this afternoon's program.

Our second consideration fundamental to democratic use of the library is: Do the public know that we have books which they can use and do they feel free to use them? Here is where every librarian has full scope for originality, ingenuity, social talent and personal influence. Few workers give sufficient recognition to that quality of shyness, timidity, conservatism, or whatever you call it, which keeps so many people from trying anything new. The number of people who have lived across the street from the library

for five or ten years, and have never been in it,—they know not why—is appalling. The very idea of an institution overwhelms them. They think it must be something formidable and they wait for a future time to get up their nerve in order to make the plunge.

We have been at fault in this, through our very modesty. As librarians we have thought it more modest and more professional to efface ourselves as individuals and present to the public our institutions. Any publicity man will tell us that this is a mistake. The thing of first interest to every human being is the human being. An institution is popular as it reflects the spirit of the human beings who compose it; and the way to make an institution popular is to extend, widen and popularize the acquaintance, the connections and the interests of the persons who make up the institution. In an immigrant community this is especially important, because the immigrant is, far more than the American, timid, diffident, lacking in self-confidence. He is also to a large degree paralyzed by the sense of social inferiority which was a part of his very being in the Old World. It is instinctive with him to step aside, hat in hand, for the "gentleman", to whom all good things of right belong. The idea that in America they belong equally to him is one that comes slowly, and it is most easily built up on a basis of personal acquaintance. The librarian who wishes to extend understanding of the library in an immigrant community will make her most effective connections by attending the immigrant's own cultural activities. Appreciation is the key that unlocks all doors, as the heroine said in *His official fiancée*, and the immigrant is hungry for appreciation. Therefore express it. Do not sit modestly in the back seat and sneak out before the play is over. Make yourself sufficiently conspicuous so that your presence may be noted; after the performance make it a point to congratulate every one available, the officers of the society, those who took part, every one who seems to have a proprietary interest. Then when you have learned from attendance at such affairs what the resources of the group are in the way of entertainment, plan for an evening enter-

tainment at the library. This can be varied according to local conditions. Sometimes, a number of societies of a single racial group will make up a program by giving a number each; when such a program is planned be very sure that all factions, both religious and political, are offered equal representation. In other communities or at other times it may be desirable to make up a program consisting of representative numbers furnished by different racial groups. As an Americanization stunt this is perhaps the best of all, since it brings all together on common ground, but for the library it does not offer the opportunity for intensive acquaintance which is possible when a single group is entertained. Such a program should always be followed by a social hour, and should be short enough so that the people will like staying a while. An hour and a half is the limit, an hour is better. Then let the library be thrown open, and the members of the staff as hostesses devote their full measure of social talent to interesting the guests. Many parents will be entertained in an exhibition of the books available for their children to read, others can be shown books of interest to themselves personally, and all can be made to feel the atmosphere of hospitality. To such an occasion much distinction is added by presenting as the guest of honor a distinguished individual of the race entertained; this can be a European visitor on tour of this country, in which case all his countrymen will be delighted and proud to meet him, or it can be an official representative such as a consul in whose district the library is, or a visiting member of the legation. It will be found that these representatives are quite ready to take considerable trouble to be present on such an occasion, and their presence gives the library a distinction in the eyes of their countrymen which is of inestimable value. To plan such an affair is not so difficult as it seems:—a little shoving round of the furniture, flowers, a polite request to the general public to make way for the special guests, best clothes on the part of the staff, and the festive air is achieved much more easily than seemed possible. And the sense of social triumph which follows has prob-

ably never been achieved by an American presented to a European court.

Finally, a word as to the illiterate immigrant or the immigrant whose literacy is so slight as to make it unlikely that he will ever find much use for library books. Can we make the library mean anything to him, and is it legitimate that we should spend our time and means trying to do so? Or are we limited definitely to our exclusive field of books and reading?

I believe that in this situation we can take a lead from the policy of the wise merchant, who figures good will as a definite asset. When he sells out he sells his "stock, fixtures, and good will", and the last has as recognized a commercial value as the other two. Let us then build up good will among even illiterates of our communities, by an atmosphere of hospitality, by helpfulness in furnishing assistance and information wherever needed, even though we may be straining a point to do so. The sense of social inferiority already mentioned will keep most of them from coming to us very often. It is for us always to remember that their illiteracy comes from lack of opportunity in the Old World, and that it was for opportunity that they came here. And their children will be our readers if the parents never can. Reputation is a curious thing. The school teacher who has a reputation as a disciplinarian has no special trouble with a new class. Her reputation is in the atmosphere somehow, and the pupils all know it when they come to her. So may the library win a reputation for friendliness, courtesy, helpfulness, hospitality and human interest,—and this reputation will permeate the atmosphere of the community without one's knowing how or why. When it is established, when literate and illiterate alike look to the library for "books, information and service", then is the library indeed a democratic institution.

The more specific difficulties of securing books in foreign languages were taken up in the discussion. The following persons contributed valuable ideas and material:

Pauline Reich of Cleveland reported on the Hungarian book situation.

Dr. Jacob Vorzimer of the Polish Book Importing Co. sent a written survey of the conditions of present day Polish book trade.

Dr. M. C. Kozlowski, Polish vice-consul at Detroit, added a few remarks which somewhat lightened the pessimistic view held by Dr. Vorzimer.

A letter on Yiddish publishers from Jennie Meyerowitz of New York, was then read.

Mrs. Alison B. Alessios of Chatham Square Library, New York, sent a written report on the Greek situation.

Mrs. Ledbetter informed the meeting that Boro Petrovic, 1561 E. 36th St., Cleveland, was qualified to give most valuable help in the selection of Serbian titles.

Dorothy Hurlbert told of an interesting experiment which the library in Hibbing, Minn., made to secure Serbian books from Belgrade.

A letter was read from the Roumanian Educational Bureau, 3133 Broadway, New York, offering to supply Roumanian books free to libraries in proportion to the Roumanian population.

Finally Mrs. A. H. Watterson, formerly in charge of the order department of the Cleveland Public Library, read an inclusive list of dealers in foreign books:

Arabic

J. Raphael, 72 Trinity Place, New York City.

Mokarzel, 74 Greenwich, New York City.

Bohemian

F. Topic, Ferdinandova, Trida 11, Prague, Czecho-Slovakia.

R. O. Szalatnay, 542 E. 79th St., New York City.

Croatian

Yosip Marohnic, 1420 E. Ohio St., Pittsburgh, Pa.

Revai, Buda-Pest.

Danish

Danish Book Concern, Cedar Falls, Iowa.

Bonnier Publishing House, 561 Third Ave., New York City.

Dutch

N. Eerdmans Sevensma, 513 Eastern Ave., S. E., Grand Rapids.

Martinus Nijhoff, 9 Lange Voorhout, The Hague, Netherlands.

Finnish

Finnish Book Concern, Hancock, Mich.

Finnish Soc. Publ. Co., 48 Wallace Ave., Fitchburg, Mass.

French

Brentano, 27th and Broadway, New York City.

J. Terquem, 1 Rue Scribe, Paris, France.

German

G. E. Stechert, 151 W. 25th St., New York City.

Otto Harrassowitz, Leipzig, Germany.

F. A. Brockhaus, Leipzig, Germany.

Koelling and Klappenbach, Chicago, Ill.

Hungarian

Revai, Testverek, Buda-Pest, Hungary.

Franklin Tarsulat, Buda-Pest, Hungary.

Szent Istvan Tarsulat, Buda-Pest, Hungary.

(Religious books.)

Italian

Bernard Seeber, 20 Via Tornabouni, Florence, Italy.

Lithuanian

A. Olszewski, 3252 S. Halsted St., Chicago.

J. J. Pauksztis and Co., 120 Grand St., Brooklyn, N. Y.

Modern Greek

Atlas, 25 Madison St., New York City.

Atlantis, 113 West 31st St., New York City.

Greek American News Co., 48 Madison St., New York City.

National Herald, New York City.

Polish

Polish Book Importing Co., 83 Second Ave., New York City. Dr. Vorzimer.

A. Kroch, Chicago.

Gebetner and Wolff, Warsaw, Poland.

B. K. Gebert, ed. *Glos Robotniczy*, 5937 Michigan Ave., Detroit.

Roumanian

P. Axelrad, 72 Greenwich St., New York City.

Roumanian Educational Bureau, 3133 Broadway, New York City. (Books free to libraries.)

Russian

Max N. Maisel, 424 Grand St., New York City.

Gurivitch, 202 East Broadway, New York City.

Scandinavian—Danish, Norwegian, Swedish

Albert Bonnier Pub. House, 561 Third Ave., New York.

Augustana Book Concern, Rock Island, Ill.

Augustana Book Concern, 127 N. Dearborn St., Chicago.

Nordiska bokhandeln, Stockholom, Sweden.

Serbian

Bozo Rankovich, 249 E. 71st St., New York City.

Yova Yovanovich, Serbian Book Store, 621 S. 3rd St., Steelton, Pa.

Revai, Buda-Pest.

Peter Ginovich, 598 Tenth Ave., New York City.

Slovak

F. Topic, Ferdinandova, Trida 11, Prague, Czecho-Slovakia.

Arnost L. Krizan, 2019 S. Union St., Chicago.

Slovenian

Glas Naroda, 82 Cortlandt St., New York City.

Revai, Buda-Pest.

Spanish

Libreria General de Victoriano Suarez, Apartado, No. 32, Madrid, Spain.

Yiddish and Hebrew

Max N. Maisel, 424 Grand St., New York City.

Yiddish Literary Pub. Co., 439 Grand St., New York.

M. Gurivitch, 202 E. Broadway, New York City.

Hebrew Publishing Co., 85 Canal St., New York.

S. Druckerman, 50 Canal St., New York City.

Stybel Publishing House, 114 Fifth Ave., New York.

General Dealers

Lemcke and Buechner, 30 W. 27th St., New York City.

Brentano.

G. E. Stechert.

REPORT OF THE NEW YORK LIBRARY ASSOCIATION—COMMITTEE ON WORK WITH THE FOREIGN BORN

By ESTHER JOHNSTON, *Librarian, Seward Branch, New York Public Library*

Work with foreigners which has developed in different ways throughout the country rests in every case upon what we have

to offer the foreigner when he is drawn to the library. We have depended for some time upon books in the native tongue of the immigrant not only to attract him to the library but to keep him in touch with the heritage of his own race. We find that foreigners who are drawn to the library to get books in their own language are the most alert to turn to the English for a better understanding of American life. But the acquiring of English is a laborious process, and the alert foreigner, as well as his slower compatriot, wishes in his first months in this country to learn something more of it than he can gather in one-syllable primers. This he can do only through the medium of his own language, and through lack of proper books, the libraries find themselves seriously handicapped in satisfying this intelligent and desirable interest.

The Committee on Work with the Foreign Born of the New York Library Association has been interested for two years in securing the translation of American books into foreign languages, especially those languages most in use among the immigrants of today. This interest has been shared and the plans cordially approved by the A. L. A. Committee on Work with the Foreign Born.

The Committee considers this work of encouraging the interpretation of America through the literatures of our immigrants of national importance to libraries and a considerable factor in our work with the foreign born. There are two ways in which it may be carried out. The first is through the encouragement of existing agencies—the foreign publisher, the foreign press and immigrant societies—to undertake the translation of such American books as have a strong appeal to the foreigner and in which he has shown his interest. The second way is through the formation of large committees, chiefly those interested in Americanization, which will be able to collect money and to underwrite the whole project. The first method, while much less spectacular, seems the wiser one, calculated for better results. It seems the natural thing for the American Library Association to encourage such translations and to work through existing agencies, securing the interest and aid of

the foreign language press and foreign societies.

During 1921 the New York Committee on Work with the Foreign Born secured from libraries in foreign or partly foreign communities a list of about fifty titles considered especially desirable for translation. Some of these titles are popular in the foreign languages in which they are already available. Some represent phases of American life that should be made available to the foreign born even before they learn English.

This list was not intended for a complete one, but for a suggestive one only. No special racial group was considered, but the general needs and interests of foreigners. There would inevitably be many differences of opinion about individual titles, and the list was freely criticized and amended at the New York Library Association conference at Ithaca in 1921. It was afterward published in the library periodicals, and further suggestions were asked for it. The selection was based as much as possible upon the desire of the Committee to suggest books that reflect a true America for foreigners as it is reflected for Americans, and not through an entirely optimistic and extravagant propaganda that sometimes leads to bitterness and disillusion.

During 1922 the Committee has tried to encourage the translation of books into Yiddish, hoping to have better results by concentrating efforts upon one language. Yiddish is the language poorest in translations from American literature. The influx of Yiddish-speaking immigrants from southeastern Europe makes this dearth a serious consideration in our work with Russian and Polish Jews.

One of the best publishers of Yiddish books has already in translation two books on the list—Hawthorne's *Scarlet letter* and Harte's *Luck of Roaring Camp*. On account of the bad season, the publisher had considered it necessary to postpone the publication of these books for about two years. While these titles were not ones that the Committee would have chosen for first translation, we felt that their publication should be encouraged, and hastened if possible. Since the copyrights had expired, their publica-

tion has not the difficulties to be encountered with other titles such as Mark Twain's books and others for which rights are most jealously guarded.

The Committee circularized the libraries interested in work with foreigners, asking advance subscriptions for these and three other titles which were especially needed—Muzzey's *American history*, Charnwood's *Lincoln*, and Garland's *Son of the Middle Border*. No attempt was made to approach the American publishers of these last three books, as we wished to convince them of a definite demand before asking them to make any royalty concessions. Although the response from libraries was not as large as we had hoped for, it is an indication of library needs, and we were able to assure the publisher of about 225 advance subscriptions for any of the five titles. He considered this encouraging enough to proceed with the *Scarlet letter* and *Luck of Roaring Camp* which will soon be ready, and to make application for Muzzey's *American history*.

There is at present no one-volume history of the United States in Yiddish. The Yiddish publisher and the Committee have asked Ginn & Company to waive the royalty rights for the first edition of two thousand copies, in view of the more restricted sale of Yiddish books than of books in French or German. Dr. Muzzey assured a member of the Committee of his willingness to have the book translated. Ginn & Company have been favorably impressed with the idea, and are inclined to regard the publication of the book from the Americanization rather than the commercial point of view. While an agreement has not yet been reached, we feel hopeful that Ginn & Company will help to make this book available for Yiddish readers. We shall then have a precedent for other American publishers. In approaching them it will be possible to show a definite demand for these translations as evidenced in advance library subscriptions. The Committee wishes to give publicity to the translations both to the library world and to Jewish organizations interested in work with immigrants.

While only one publisher, Max Maisel of New York City, is at present engaged in the work of these translations, it is not pro-

posed to limit the encouragement of translations to one publisher if others are interested. Mr. Maisel is well known for his efforts to raise the standard of translations into Yiddish. He has replaced some of the mutilated translations of continental books by good texts, and he has been constantly interested in the possibility of presenting American life in Yiddish to non-English-speaking people. He has wanted for some time to publish translations in an "American Library".

Florence King of New York, librarian during the war of Army Hospital No. 3, has been much interested in the work of the Committee, and of possible translations into foreign languages. She is at present in Italy, and writes of her experiences at the Book Fair at Florence. She found that the Polish publishers were greatly interested in translations from American literature, and were eager for suggestions of books that might be as popular as *Little women* and *Little men* have proved in Poland. Miss King has made connections which should be valuable in furthering the translations into Polish and Italian.

The Committee hopes that this work which it has started in a small way may be eventually taken over by the American Library Association and that libraries throughout the country will support the undertaking as generously as possible.

At the close of the discussion, the following report was read:

TENTATIVE LIST OF BOOKS REPRESENTING AMERICAN LIFE, DESIRABLE FOR TRANSLATION INTO FOREIGN LANGUAGES.

- Alcott, L. M. *Little women*. Little.
- Antin, Mary. *Promised land*. Houghton.
- Atherton, Gertrude. *Conqueror*. Macmillan.
- Baker & Ware. *Municipal government of the City of New York*. Ginn.
- Bazalgette, Leon. *Life of Walt Whitman*. Doubleday.
- Beard, C. A., & Bagley, W. C. *History of the American people*.
- Cather, Willa. *My Antonia*. Houghton.
- Charnwood. *Lincoln*. Holt.
- Churchill, Winston. *The crisis*. Macmillan.

Clemens, S. L. Huckleberry Finn. Harper.

Clemens, S. L., Life on the Mississippi. Harper.

Clemens, S. L. Tom Sawyer. Harper.
Constitution of the United States and Declaration of Independence.

Cooper, J. F. Last of the Mohicans. Putnam.

Dana, E. L., and Carr, J. F. Makers of America. Immigrant Pub. Society.

Emerson, R. W. Essays. Houghton.

Fisher, D. C. Bent twig. Holt.

Fiske, J. War of Independence. Houghton.

Ford, P. L. Honorable Peter Stirling. Holt.

Franklin, B. Autobiography. Lippincott.
Garland, Hamlin. Son of the Middle Border. Macmillan.

Hagedorn, Hermann. Boy's life of Roosevelt. Harper.

Hale, E. E. Man without a country. Little.

Harte, Bret. Luck of Roaring Camp. Houghton.

Harte, Bret. Outcasts of Poker Flat. Ginn.
Hawthorne, Nathaniel. Scarlet letter. Stokes.

Howells, W. D. Rise of Silas Lapham. Houghton.

Hughes, R. O. Community civics. Allyn & Bacon.

Husband, Joseph. Americans by adoption. Atlantic Monthly Press.

Irving, Washington. Sketch book. Putnam.

Jackson, H. H. Ramona. Little.

Jewett, S. O. Country of pointed firs. Houghton.

Nicolay, Helen. Boy's life of Abraham Lincoln. Century.

London, Jack. Call of the wild. Macmillan.

London, Jack. Martin Eden. Macmillan.
Muir, John. Story of my boyhood and youth. Houghton.

Muzzey. American history. Ginn.

Norris, Frank. The pit. Doubleday.

Page, T. N. Red Rock. Scribner.

Paine, A. B. Boy's life of Mark Twain. Harper.

Parker, C. H. An American Idyll. Atlantic Monthly Press.

Parkman, F. Oregon trail. Little.

Poe, E. A. Prose tales. Crowell.

Poole, Ernest. Harbor. Macmillan.

Porter, Sydney. Four million. Doubleday.

Porter, Sydney. Heart of the West. Doubleday

Riis, Jacob. Making of an American. Macmillan.

Roosevelt, Theodore. Strenuous life. Century.

Shaw, A. H. Story of a pioneer. Harper.

Stockton, F. H. Lady or the tiger. Scribner.

Stowe, H. B. Uncle Tom's cabin. Houghton.

Tarkington, Booth. Penrod. Harper.

Washington, Booker T. Up from slavery. Doubleday.

Wharton, Edith. Ethan Frome. Scribner.

Whitman, Walt. Leaves of grass. Dutton.

Wister, Owen. Virginian. Macmillan.

Wister. Seven ages of Washington. Macmillan.

The Committee on Work with the Foreign Born of the New York Library Association asks for your criticism and suggestions. Many other titles have been considered and held over as the Committee wished to keep this a small list of books whose appeal was universal.

ESTHER JOHNSTON,
Chairman.

This report was followed by some discussion which resulted in the adoption of the following resolutions:

The A. L. A. Committee on Work with the Foreign Born wishes to go on record as approving the work of the Committee on Work with the Foreign Born of the New York Library Association, in the matter of securing the translation of American books into foreign languages. The secretary of this meeting is instructed to send a copy of this resolution to the chairman of the Committee of the New York Library Association.

The A.L.A. Committee on Work with the Foreign Born recommends the translation, into Yiddish, Polish and Italian, of Anna Howard Shaw's *Story of a Pioneer*.

It was further

Voted, That the secretary of the A.L.A. give sufficient space to cover adequately the material brought out in the present meeting in the printed *Proceedings* of the A.L.A.

JOSEPHINE GRATIAA,
Secretary.

LIBRARY NEWS WRITING COURSE

A series of five lectures on Writing Library News was given by Prof. Willard Grosvenor Bleyer, director of the Course in Journalism, University of Wisconsin, at 8:15 each morning during the conference, in the small banquet room of the Hotel Statler. There was opportunity for informal discussion during each lecture, and Prof. Bleyer gave his time every evening for individual conferences by appointment.

Ida F. Wright, librarian of the Evanston Public Library and member of the Publicity Committee, was in charge of general arrangements for the lectures. About 150 attended the course. It is the plan of the Editorial Committee to have Prof. Bleyer's series of lectures published.

The following syllabus indicates the ground covered by the course:

WRITING LIBRARY NEWS

By WILLARD GROSVENOR BLEYER, *Director of the Course in Journalism, University of Wisconsin*

I. NEWSPAPERS AND LIBRARIES

Basis of library news (Bleyer's Newspaper Writing and Editing, Chap. I)

1. Every community that has a library has one or more daily or weekly newspapers, and practically everyone reads these papers.
2. All of these newspapers desire local news of interest to readers.
3. Every library, as an institution patronized by a considerable part of the public, is a source of interesting news.
4. Newspapers are glad to print library news of interest to their readers, provided that they can get it promptly in form for publication.
5. Most newspaper readers know of the library, but some of them do not realize what the library has of particular interest to them.
6. News is the "food of opinion" of newspaper readers, most of whom are citizens and voters. Public opinion in re-

gard to institutions like libraries is the composite of individual, private opinions, formed largely on the basis of news read in newspapers.

7. Lack of interest on the part of citizens in the work and the needs of the local library is due to the failure to present the activities of the library, day by day and week by week, in interesting news story form.
8. Every librarian should qualify himself to be a volunteer reporter of all news connected with his library.

Establishing friendly relations with newspaper editors.

1. The librarian should call on the editor-in-chief, managing editor, or city editor of each local paper and should offer to furnish library news regularly, free of charge.
2. He should submit a well-written news story to the editor at his first meeting, as a sample of what he proposes to furnish.
3. He should find out from the editor how the latter prefers to print library news; i. e., whether on a given day each week or whenever the librarian furnishes it; whether in a library department or as general local news.
4. He should also find out on what day and at what time of the day the editor prefers to have the library news turned in.
5. All newspapers must be treated alike, if they are willing to publish library news. Carbon copies may be used for different papers, or each story may be written in slightly different form for each paper. Morning and evening papers alternately should be given the first opportunity to print important library news.
6. The librarian may offer to furnish the editor with brief, descriptive reviews of new books received at the library.
7. The librarian may suggest to the city editor that a reporter be sent to the library regularly to get news. The first time that a reporter calls, it is well to explain to

him the library point of view, particularly with reference to humorous "human interest" stories about library patrons.

8. If a newspaper has a literary editor, the librarian may find it advantageous to co-operate with him or her.
9. The librarian may offer the resources of the library, as well as the assistance of himself and his staff in looking up material that the newspaper may desire for editorial and other purposes.
10. Newspapers, magazines, and library books are the three great printed sources of ideas and ideals of men and women. Day by day newspapers present and interpret current news and opinion; week by week magazines survey in perspective current events and ideas; year by year books record in permanent form current thought and feeling. The closest co-operation should exist between those in charge of these three institutions.

II. WHAT IS NEWS?

(Read Bleyer's *Newspaper Writing and Editing*, Chap. II)

What news is not

1. News is not editorial matter that tries to convince readers and to make them act on their convictions; it does not urge them to come to the library, to vote bonds for a new library building, to attend lectures at the library, or to get free bulletins.
2. News does not consist of the opinions of the writer of it; it is not concerned with what the reporter thinks or believes, but with what he sees and hears.
3. News is not criticism; the reporter does not pass judgment on books, plays, music, or pictures, although he may describe them in an impersonal, impartial manner if they are new and timely.
4. News is not advertising, for advertising is printed salesmanship designed to attract attention, arouse interest, create desire, and produce favorable action with a view to effecting a sale. Libraries may advertise, as some churches and schools do, but such advertisements must be paid for, and should not be confused with legitimate news of the library.

What news is

1. News is timely information concerning anything that interests readers, that is significant to them in their business and home relations or in their relations to the community, the state, and the nation.
2. News should be presented in an impersonal, impartial manner.
3. The best news is that which has the greatest interest and significance to the largest number of readers.
4. The librarian should ask himself these questions concerning every thing that he thinks is library news: Is it new and timely? How many readers will it interest? Will it interest the average reader? How much will it interest him? Is it connected with his home, business, and community interests; with his interests as an American citizen?

What interests readers

1. New, timely, current events and ideas.
2. Unique, odd, curious, extraordinary things.
3. Contests, struggles, fights, in politics, business, industry, sports.
4. The lives and welfare of others (so-called "human interest").
5. Personal success, health, happiness.
6. Romance, adventure, mystery.
7. Amusements, hobbies.
8. Children.
9. Animals.

Degree of readers' interest, as measured by

1. The readers' familiarity with persons, places, and things (local interest).
2. The prominence or importance of persons, places, and things.
3. The closeness of the relation to the readers' personal affairs.

What is news in a library?

1. New books, particularly those with local or timely interest.
2. Books made timely by special occasions, holidays, or seasonal interest.
3. Books made timely by some current issue or local problem.
4. Books concerning persons in the public eye at a given moment.
5. Gifts to the library.
6. New catalogs, special lists of books, bulletins (government, etc.).

7. New regulations governing the use of the library.
8. Librarian's reports on circulation, use of library, cost, etc.
9. "Local ends" of state and federal library reports, periodical articles.
10. Interviews with the librarian on current topics pertaining to the library.
11. Personal news concerning out-of-town visitors and members of library staff (for the society editor).

III. STRUCTURE AND STYLE OF NEWS STORIES

(Read Bleyer's *Newspaper Writing and Editing*, Chap. IV and X)

Preparation of manuscript, or "copy"

1. Typewrite manuscript, double or triple spaced.
2. Write on but one side of the paper and leave liberal margins.
3. Indent each paragraph at least one inch.
4. Leave the upper half of the first sheet blank, if you do not write your own headlines, or "heads."
5. Follow the typographical style of each paper for which you write, in the matter of punctuation, abbreviation, capitalization, and use of numerical figures. Get the style book or sheet of each paper if it has one. Avoid reformed spelling and library capitalization.
6. Revise your "copy" carefully before sending it to the paper.
7. If you write your own "heads," build them on the basis of those in the paper for which you are writing.
8. Make a carbon duplicate of your copy and compare it with the printed form to see what changes the editors deemed necessary.
9. Don't feel hurt if the editor cuts down your story, or changes your copy or heads; profit rather by the changes that are made even if you don't agree that they were necessary.
10. Put the end mark at the close of your story.

General principles of newspaper writing

1. The structure and the style of news stories are determined by the fact that newspapers are read very rapidly.
2. Clearness is usually obtained by com-

parative simplicity of diction and sentence construction. Readers must grasp the meaning at a glance.

3. Conciseness is essential for rapid reading, and is necessary because newspapers generally have much more news than they have room for.
4. Because of the narrowness of the newspaper columns, paragraphs should contain from 50 to 100 words.
5. One full length line of typewriting makes two lines in print.
6. Every paragraph should begin with a group of words that present an important idea, so that the reader's eye will catch the significant ideas as he glances down the column.
7. The structure of every sentence must be evident at a glance if it is to yield its meaning readily to the rapid reader.
8. Significant ideas should be placed in the first group of words at the beginning of every sentence, but this does not mean that sentences should trail off loosely in a succession of phrases and clauses.
9. Long, loose sentences are hard to read and should be avoided.
10. Only such words should be used as are familiar to the average reader. If technical terms are absolutely necessary, explain them.

The structure of news stories

1. The news story may be divided into the beginning, or "lead" and the body.
2. The lead is usually a summary of the most important facts, such as the person, the event, the time, the place, the cause, and the significant circumstances. It answers the questions, Who? What? When? Where? Why? and How?
3. The lead of every news story must catch and hold the readers' interest.
4. The most interesting, most important feature of the news should be put in the first group of words at the beginning of the first sentence of the lead. "Play up the feature" of your news.
5. The time and the place are not often placed first.
6. In the body of the story, follow the chronological or logical order.

IV. WRITING THE LIBRARY NEWS STORY

Analysis of concrete examples of news stories as originally written and as rewritten to play up features of local interest, to make an effective lead, etc.

V. SPECIAL FEATURE ARTICLES ABOUT LIBRARIES
(Read Bleyer's *Newspaper Writing and Editing*, Chap. IX)

(See Bleyer's *How to Write Special Feature Articles*)

Character and scope of special articles for newspapers

1. Magazine sections of Saturday and Sunday newspapers contain popular articles, usually illustrated, dealing with local topics.
2. A special feature article is a detailed presentation of facts in an interesting form adapted to rapid reading, for the purpose of entertaining or informing the average person.
3. A special article usually deals with (a) recent news that is of sufficient interest to warrant elaboration; (b) timely or seasonal topics not directly connected with the day's news; (c) subjects of general interest that have no immediate connection with current events.
4. It usually involves the use of the narrative and descriptive methods of fiction for the popularization of facts.

Sources of subjects and material

1. Personal observation.
2. Personal experience.
3. Interviews.
4. Technical periodicals, bulletins, reports, etc.
5. Books.

Purpose of special articles

1. To inform.
2. To entertain.
3. To give practical guidance ("How-to-do-something" articles).

Types of articles

1. The interview, often with description of person interviewed.

2. The personal experience story told in the first person singular.
3. The confession story, usually published anonymously.
4. The personality sketch (cf. "Interesting People" in *American Magazine*).
5. Narrative-descriptive article in third person.

Types of beginnings

1. Summary lead, like that of news story.
2. Narrative beginning, with or without conversation.
3. Descriptive beginning.
4. Striking statement.
5. Quotation, direct or indirect, verse or prose, "ad," telegram, etc.
6. Question, direct or rhetorical, single question or series.
7. Direct address to reader ("You, Mrs. Voter"; "You, Mothers"); also imperative ("Look at your watch").
8. Combination of two or more of the above seven forms.

Methods of developing body of story

1. Concrete examples and specific instances, told narratively.
2. Incidents, in narrative-descriptive form.
3. Statistics popularized.
4. Scientific and technical processes.
5. Recipes and directions, in practical guidance articles.

Illustrations (photographs, drawings, plans, etc.)

1. Photographs, preferably gloss prints, unmounted, 5x7, 8x10, 3¼x5½.
2. Drawings at least twice as large as they are to be when reproduced.
3. Objects should be clear and well defined; "contrasty" prints.
4. Photographs must have life and action, preferably with person.
5. Photographs must "tell the story"; must have illustrative value.
6. Captions, descriptive of photo or drawing, should be attached.

AFFILIATED ORGANIZATIONS

AMERICAN ASSOCIATION OF LAW LIBRARIES

The seventeenth annual meeting of the American Association of Law Libraries was held at the Hotel Statler, Detroit, Michigan, from June 26 to July 1. Vice-President Andrew H. Mettee, of the Library Company of the Baltimore Bar of Baltimore, Maryland, presided at the first two meetings of the Association. President Gilson G. Glasier, state librarian of Wisconsin, presided over the final session. The presiding officer at the joint session with the National Association of State Libraries was President John M. Hitt (Washington) of that Association.

The papers presented at the several meetings were:

ADDRESS OF WELCOME, Hon. Stewart E. Hanley, president of the Detroit Bar Association.

RESPONSE, George S. Godard, state librarian, Hartford, Connecticut.

Communication from President Gilson G. Glasier, state librarian, Madison, Wisconsin.

SURVEY OF STATE LIBRARIES, George S. Godard, state librarian, Hartford, Connecticut.

PROBLEMS OF A LAW BOOK WRITER, John R. Rood of the Detroit Bar.

HISTORY OF MICHIGAN LAW LIBRARIES, Olive C. Lathrop, librarian, Detroit Bar Library.

At the round table held on Tuesday, June 27, the topic under discussion was THE LAW LIBRARY AS A BUSINESS ENTERPRISE. The chairman, W. H. Alexander, assistant librarian of the Association of the Bar of New York City, read the first paper. Other papers were: THE CONNECTICUT STATE LIBRARY (a) As a supreme court law library; (b) As a legislative reference library; (c) Continuations by exchange gift, and purchase, with forms of record, George S. Godard, state librarian, Connecticut; and LAW SCHOOL LIBRARIES, Blanche E. Harroun, assistant law librarian, University of Michigan.

At the round table held on Wednesday afternoon, June 28, the topic considered was INDEXING LEGISLATION. A paper was read by the chairman, Gertrude E. Woodard. Other

papers were: THE NEW YORK INDEX TO LEGISLATION, John T. Fitzpatrick, law librarian, New York State Law Library, read by E. A. Feazel of the Cleveland Bar Library; INDEXING AND CLASSIFYING LEGISLATION IN THE PENNSYLVANIA LEGISLATIVE REFERENCE BUREAU, John H. Fertig, assistant director; and WORK OF THE LEGISLATIVE BUREAU IN ANALYZING LEGISLATION, Frederick C. Hicks, law librarian, Columbia University. (See pages 405-414.)

There was a special program at the second session in charge of Vice-President Mettee. Biographical sketches of law librarians were read as follows:

WILLIAM J. C. BERRY, by A. S. McDaniel, assistant librarian, Association of the Bar, New York City.

CHARLES CARROLL SOULE, by Frank E. Chipman of Boston.

ARBA N. CRANE, by Gamble Jordan, librarian, Law Library Association of St. Louis.

JOHN WILLIAM WALLACE, by Luther E. Hewitt, librarian, Law Association, Philadelphia.

J. G. MARVIN, by Mrs. Margaret C. Klingensmith, law librarian, Biddle Law Library, Philadelphia.

STEPHEN B. GRISWOLD, by John T. Fitzpatrick, law librarian, New York State Library.

WILLIAM GEORGE EAKINS, by Charles Elliott, Law Society of Upper Canada, Toronto.

EDWARD BRINLEY ADAMS, by Robert B. Anderson, assistant librarian, Harvard Law Library.

The final session was devoted to CAUSES CÉLÈBRES, under chairmanship of E. A. Feazel, librarian of the Cleveland Law Library Association. Short sketches were given of unique cases within the personal knowledge of members. The cases were chosen for their human legal interest, and the universality of their appeal. Among them were the Saco-Vanzetti case of Massachusetts, the Limberger case of Wisconsin, and the McGannon case of Ohio.

The report of the Committee on New

Members were read and approved. On motion of Howard L. Stebbins, the chairman of the committee, a new chairman was appointed, A. J. Small, librarian, Iowa State Law Library, Des Moines.

The report of the Committee on Checklist of the Bar Association Reports was read by A. J. Small, showing the checklist nearly ready for publication.

The report of the Committee on Index to Legal Periodicals, read by F. O. Poole, showed a considerable gain in number of subscriptions. It was voted that the Committee on the Index to Legal Periodicals and Law Library Journal be continued as now constituted. This committee has for its members, Chairman, F. O. Poole, George S. Godard, and Gertrude Elstner Woodard. It was further voted that if any condition should arise making necessary any change of administration, that, with the consent of the Executive Committee, the Committee on the Index have power to act. A special committee was appointed consisting of George S. Godard, John P. Dullard, F. O. Poole, E. A. Feazel and E. H. Redstone, to consider the financing of the *Index* and *Journal*.

Reports on National Legislative Information Service, on Affiliation of the American Association of Law Libraries with the American Bar Association, and on Closer Affiliation with the National Association of State Libraries were read and accepted. A vote of thanks was passed to the American Bar Association for its co-operation during the past year. It was voted that the Committee on the Index to Legal Periodicals be requested to continue negotiations with the American Bar Association. It was also voted that the matter of closer affiliation with the National Association of State Libraries be referred to the Executive Committee instead of to the former committee.

The report of the Auditing Committee was read and accepted. This audit did not include the financial report of the *Index to Legal Periodicals*, but only the receipts and expenditures of the Association which passed through the treasurer's hands.

Resolutions regarding the death of Edward Brinley Adams, late law librarian of Harvard University Law School, were passed.

A proposition from the publishers of the

Standard Directory to print in their legal directory, without cost to the Association, a list of law libraries in the United States and Canada, was discussed, and it was voted that a committee be appointed to compile such a list.

It was voted that a committee be appointed to continue the study of the indexing of legislation, and put their conclusions in definite, accessible form. The Committee on Law Library Economy was continued with its present membership for the coming year. A. H. Mettee was appointed a member of a joint committee of the American Association of Law Libraries and National Association of State Libraries to bring to the attention of law book publishers the confusion arising from the omission of numbers from certain pages of their books and to request that hereafter all pages be numbered and that Arabic volume numbers appear on all title pages of law books.

It was voted that, in view of the many conflicts between meetings of various sections and affiliated bodies, the officers of the American Library Association be requested to arrange for the holding of general sessions in the evening, leaving the morning and afternoon sessions open for sectional meetings. It was also requested that if possible the schedule of meetings should be so planned as to avoid conflict between the Public Documents Round Table, the meetings of the American Association of Law Libraries, and the meetings of the National Association of State Libraries, and that, as far as consistent, the rooms assigned for the various sections and affiliated organizations shall remain unchanged for the period of the conference.

It was voted that the incoming president arrange, if possible, that the Association have headquarters jointly with the National Association of State Libraries for the next annual meeting.

The thanks of the Association were extended to the Detroit Bar Association and to Olive C. Lathrop, its librarian, for their courtesy and entertainment.

The following officers of the Association were elected for the year 1922-23: President, Andrew H. Mettee, librarian, Library Com-

pany of the Baltimore Bar, Baltimore, Md. First vice-president, Edwin Gholson, librarian, Cincinnati Law Library Association, Cincinnati, Ohio. Second vice-president, Mrs. W. F. Marshall, state librarian, Jackson, Miss. Secretary, Mary Selina Foote, librarian, New Haven County Bar Library, New Haven, Conn. Treasurer, Anna M. Ryan, assistant librarian, Law Library 8th Judicial District, Buffalo, N. Y. Executive

Committee, ex-officio, Gilson G. Glasier, state librarian, Madison, Wisconsin. Executive Committee, by election, R. H. Wilkin, librarian, Illinois Supreme Court Library, Springfield, Ill.; Frederick C. Hicks, law librarian, Columbia University, New York City; E. A. Feazel, librarian, Cleveland Law Library Association, Cleveland, Ohio.

MARY S. FOOTE,
Secretary.

LEAGUE OF LIBRARY COMMISSIONS

The League of Library Commissions held a meeting in connection with the American Library Association at Detroit, June 27 and 28, 1922.

Twenty-six states were represented by the members of the library commissions, state libraries, and their staffs.

First Session

William R. Watson, president of the League, was unable to be present. By his request, Irving R. Bundy, secretary of the Missouri Library Commission, presided at the first session.

The first paper on the program was AUNT MINERVA'S NEW HAT, by Anna G. Hall, formerly a member of the New York Library Extension Division staff. Aunt Minerva had grown old with her hat. She had worn it so many years that it was a definite part of her. It identified her. Without it she believed she would lose her identity. Finally, she was persuaded, much against her will, to buy a new hat. Much to her surprise, she found that she was Aunt Minerva still and that her personality had not changed.

Miss Hall applied the story to the county library system. With the aid of a map of a county, she indicated the location of several small town libraries. Each town feared that the library would lose its identity if it became part of a county library. Miss Hall presented an outline of the work of each library and showed how each could take on the additional extension work and yet preserve its identity.

The second paper was on

THE ORGANIZATION AND DUTIES OF A BOARD OF LIBRARY TRUSTEES

By EDMUND L. CRAIG, *Trustee, Public Library, Evansville, Indiana*

A discussion of the topic assigned to me would be much more valuable and interesting if made by a trustee who had served on numerous library boards in different parts of the country, and under varying conditions. What I may say will, no doubt, be tinged in part by the local color of the board with which I am connected, the law under which it functions, and the class of people it serves. I am fortunate in being able to serve in a state where the library board levies the tax for library purposes, and where there is a live state association of library trustees. This modifies the problem, to a certain extent, in my state.

The question is not so much the proper organization of a board as it is the organization of a proper board. When Metropolis or Hoopole Township, through the activities of some of its thoughtful leaders, secures a donation from some philanthropist, or the required tax, for a library, the timber out of which the first library board is to be organized is generally composed in most part of persons who have very little, if any, knowledge of the functions of a modern library or the duties of a library board. They have been appointed, possibly because they are public spirited, or have led in the movement to get the proper donation or tax, but probably because they have "a friend at court" or a political debt is due them, and no more lucrative plum is left to be handed out. Fortunate the new board, if one of its

new members is a real leader who has the vision to guide the new organization till its swaddling clothes are laid aside. The personnel of the board will change gradually, and, with the organized board to suggest its needs to the appointing power, the probabilities are that the board will gradually be strengthened in its membership and, profiting by the experience of holdover members, will become surprisingly efficient in its service to the community.

The ideal library board should be composed of persons of vision; those who can read the future in the history of the past, who realize that to remain free our people must be intelligent, and who have learned that a good citizen must give some of his time and substance for the good of his fellow-man. They should be so situated that they can give the proper time to their board duties. A man who has nothing else to do, however, should not be placed upon a library board. He will be inclined to follow his previous occupation. One or more members of the board should be in touch with the financial interests of his community. Another should be in touch with the newspapers and other publicity mediums. No board is complete without a woman in its membership. There are problems connected with the modern library that only a woman can solve. Some one on the board should have an intelligent knowledge of books, and keep up with current literature. If, in addition to those mentioned, the board is so favored as to have among its members, one of those rare individuals who has the confidence of the community, and who can always succeed in straightening out difficulties and misunderstandings, and keep every one in good humor, it is indeed fortunate.

It has been said that the trustee's responsibility to the library ends with the selection of a suitable librarian, but on the library board alone falls the duty of managing the business interests of the library, and it alone is responsible to the people. The duty of the board is no nearer completion with the selection of a librarian than is the librarian's duty with the selection of the board. The continued activities of both are necessary to a successful library. The members of the board are citizens of the community, are

generally taxpayers, are well known, and should be the buffer between the librarian and the citizens. The people generally look upon the librarian as an idealist in her profession reaching out after the unattainable, while to the board they go with their matter-of-fact business propositions.

It is the duty of the board to see that adequate revenue is obtained for the library. It is the duty of the librarian to see that this money is wisely spent. The board should keep a watchful eye upon financial matters, see that a proper budget is adopted, that the total expenses of the month do not go beyond the budget, that the library money is placed in the proper depository, and that the interest on same is credited to the funds of the board. It should lead in creating a sentiment in favor of an adequate income for the library.

Some of our friends have recently said that there is apparently a widespread movement over the country to curtail the income of free public educational institutions. From personal observation, I am of the opinion that, in Indiana at least, this is nothing more than the effort of politicians to take the course of least resistance in the matter of reducing abnormally high taxes. The members of our library board serve without pay, so that when it is necessary to retrench in the matter of public expenditures, there are no political hangers-on to raise strenuous objections to a cut in the library funds. The remedy for this curtailment of income for educational purposes is in educating the people to the needs of the schools and libraries. The press of the country has been of great help the past year or so in raising the pay of school teachers, not so much in educating the people to the needs of the schools, as in pressing upon their attention the deplorable conditions which existed. The average taxpayer is so busy these latter years, and has such diversified interests, that he only reacts to those things which are urgently placed before him. Once get him aroused and he can be counted upon to do the right thing. A democratic nation must believe in an intelligent citizenship. Therefore, show the people the needs of the library, and that the funds provided are wisely spent, and the proper revenue will be forthcoming. It was

this idea of getting the attention of our people focused upon the value and needs of the public library that caused Indiana Library Week to be suggested and carried through to a very successful conclusion.

The members of a library board should make a study of library service. If the librarian attempts to lead into undesirable paths, they should know it. I fear that we trustees sometimes become prejudiced against our librarian, and certain of her activities, simply because we do not know whether she is right or wrong, and we are afraid to acknowledge it. To gain a knowledge of library technique we should attend the meetings of our state and national associations; we should read a good technical library periodical; we should know what other libraries similar to ours are doing.

The members of a library board should strive in every way to acquaint the people of their unit with the activities of the library. If every citizen of our city or village understood the advantages and activities of the library the problem of revenue for libraries would be solved. Help the librarian put on a flower or other show in your library. Do your part to make library week a success. Tell the Rotary, Kiwanis, and other civic clubs of your library, talk library at every opportunity, and you will find that you have not only helped your library and your fellow townsmen, but that you yourself have gained an enlarged vision, and are living a happier life.

When a new member is appointed on the board see that he is properly notified of his appointment, and not only instruct him as to anything that may be legally required of him in accepting the office, but also see that a cordial invitation is sent him from the board to be present at the next meeting. When he attends his first board meeting a few words of explanation and encouragement may be the means of enlisting him as an enthusiastic champion of the cause, when he might otherwise sit in the corner and become apathetic. Remember that he probably knows as little about book lists and budgets as you did the first meeting you attended. If you know the new member, see that he is placed upon the proper committees. If you do not know him, find out about

him. Many a good trustee has been rendered useless by being placed on the finance committee when he should have been on the building and grounds committee.

During these times when history is being written so rapidly, when there is hardly a day but new thrills and surprises startle us from the first page of our morning paper, when large organizations of our citizens openly denounce the decisions of our courts, when large bodies of men, upon whom we are dependent for our very food and warmth, deliberately decide to deprive us of those necessities, not because of any fault they find with us, but in order to serve their own purposes, when we have found that our brother who has been placed in our keeping resides in the uttermost parts of the earth, when we at last realize that an increasingly large number of those who have an equal voice with us in the shaping of the policies of our country do not speak our language, think our thoughts, or cherish our ideals—in these times—strange thoughts have crept into our consciousness, and questions which we hardly dare articulate are trembling upon our lips.—Herrin.

How many of us, down deep in our hearts, just for a fleeting moment, have wondered if the many perplexing problems of the day will be solved without disaster, and what will be the final outcome of the manifold quarrels and controversies which are today disturbing the peace and happiness of mankind? And haven't we, in answer to our misgivings, reasoned to ourselves something like this—those people who are the disturbing element of the world today are not intelligent American citizens; they are foreigners; they are ignorant; they do not understand; they follow blindly after selfishly corrupt leaders. They have no high ideals, either religious or ethical. And then haven't we unconsciously been led to this conclusion?—The safety of the world today lies in our ability to educate the masses and the classes of our people into right ways of living and thinking, to get them to see and realize for themselves that the failings of a democracy lie in the people, and must be cured there, that America means liberty and freedom only so long as they, the people, safeguard its laws and institutions, and up-

hold those basic principles upon which our Republic is founded.

And has not the very crisis through which our country is passing, the misgivings and the questionings, shown us more clearly our duty, revealed to us the dire necessity of our work?

As library officers it is not necessary for us to be told that freedom is only found where there is intelligence. We know that without free educational institutions, the tax-supported public school and the tax-supported public library, our democracy is doomed. A million boys and girls, fourteen to sixteen years of age, come from our schools yearly, and we read daily of the millions of foreigners who are clamoring for admission to our shores from the other countries of this war-weary world. Our path of duty is clear. Nothing can be more important than our task.

May we then gain such inspiration and help from our meetings here together, with the vision of a nation's need before us, that we may return to our different posts of duty determined as never before to so do our part in the education of the people of our time as to continue the guarantee of life, liberty and the pursuit of happiness to ourselves and our posterity.

The last paper for the evening was

HINTS FOR THE VILLAGE LIBRARY BUILDING COMMITTEE

By JOHN ADAMS LOWE, *Assistant Librarian,
Brooklyn Public Library*

The advice to be given to a library building committee first and last is to get in touch and keep in touch with the state library commission.

Organization of the committee itself is absolutely essential to effective work, no matter how small an amount of money is involved. It must have authority or power to act. It must have officers and their duties must be clearly defined and lived up to. The committee must act as a unit. Every action voted upon should be carefully recorded. Members of the committee are not at liberty to take action without authorization.

The building committee is responsible for: Choice of the site; size and character of the

building; choice of the architect; acceptance of plans and specifications, including furniture and equipment; award of the contract; and the making of payments to the architect, contractor, insurance agents, and others.

An architect is essential for any public library costing twenty-five hundred dollars or more. An architect will save money by carefully planning by accurate drawings and specifications, and by eliminating unnecessary decorations and "extras." He will be able to give character and charm to the design of the building which a contractor cannot hope to give because of his lack of training as a designer. The committee should consult the commission for recommendations of an architect who has had experience with library buildings. Select him because of his reputation and work done; give him the ideas the committee has worked out, and let him work over the plans until a satisfactory plan has been developed.

Do not begin to build without a complete, accurate and entirely satisfactory set of working drawings and specifications. Avoid assiduously any architect who shows you simply a pretty picture in color of a building and gives you his impression that it could be built for so much money. A reputable architect will furnish "sketches," making any changes the committee desires, and will draw out in detail his "working drawings," showing floor plans and exterior elevations, and finally the "specifications" or a detailed set of directions and instructions to the contractor, explaining just what kind of a building the architect and committee have in mind and just how the building is to be when it is erected.

The committee should be very careful that the contract as awarded should be signed and preserved with the minutes. The contract is not always given to the lowest bidder. A man may be known by reputation to be a more desirable builder than he who submitted the lowest bid. If such may be the case the specifications should contain a clause to the effect that "The committee reserved the right to reject any or all bids."

Look out for "extras." Have a clause written into the contract that "no extras will be honored by the committee unless ordered in writing and signed by the architect." Get

everything into the plans before the building begins. Once the contract is awarded, make no changes.

Elizabeth H. West, chairman of Committee on a County Library Sign, presented a sample of the design which she had had made. No action was taken on its adoption.

Mary Bell Palmer, chairman of the Publications Committee, reported the publication of the new *Handbook*. The *Handbook* has been sent to each library commission and state library. New daily and annual traveling library statistics blanks for use of commissions have also been published.

Miss Harriet Wood spoke on the subject of SCHOOL LIBRARIES. She said that the League of Library Commissions must be essentially interested in state supervision of school libraries, whether that office was under the public instruction department or under the library commission. On the motion of Miss Palmer, it was requested that the president of the League appoint a committee of three to confer with Miss Wood and report at the next meeting.

On motion it was decided to refer to the Publications Committee the request of the Special Libraries Association to co-operate with it in publishing a new directory.

Second Session

Mrs. Elizabeth Claypool Earl, president of the Indiana Public Library Commission, presided over the second session of the League of Library Commissions. A special committee, of which Miss Fannie Rawson was chairman, planned the program and sent personal invitations to all members of commissions.

POTENTIAL FUNCTIONS AND STATUS OF A LIBRARY COMMISSION formed the general subject. Mrs. Dwight Peterson spoke on the first phase of the subject, RESPONSIBILITIES ASSUMED WITH HONOR. Mrs. Peterson said she had but recently been appointed to the Ohio Board, that she was keenly interested in the work and realized her responsibility. She believed that libraries should be kept out of politics. The discussion brought out the fact that it was sometimes impossible to keep them out of politics and that we should try to guide politics so they would do the libraries as little harm as possible. Another

suggestion was that our responsibility was to elect the right kind of men and women to office. Mrs. Earl, the chairman, said she thought librarians could exert a tremendous influence in that direction.

The question was raised as to the advisability of the ex-officio members of the commission. In some states these men were found to be too busy to give much time to the consideration of the work of the commission. They were all interested in the work, but their attention was claimed by other work. In New Hampshire one of the commissioners gives valuable help in issuing the quarterly bulletin. In other states the ex-officio members help to keep down jealousy and prevent duplication of work.

The question as to the number of meetings the commission holds each year brought out the interesting facts that in Kentucky the commission meets twice a year; in Massachusetts once a month; in Ohio the new board has met four times since January; in Texas and Oklahoma once a year; and in North Dakota, the board of administration, which controls the work of the library commission, is in session all of the time.

Henry E. Dunnack, director of the Maine State Library, read an interesting paper on IS THE PROPER RECOGNITION OF LIBRARY COMMISSION WORK GIVEN IN YOUR STATE? Mr. Dunnack is an appointed officer, with entire control of the state library and all of its bureaus, there being no board or commission.

Hiller C. Wellman, of the Massachusetts Commission, spoke on the various advantages of control by one official and on control by a board of at least part laymen. He thought by the latter plan more interest could be created in the community.

Herbert S. Hirshberg outlined the new organization of the Ohio State Library. The board consists of the director of education and four members appointed by the Governor for a term of eight years. The director of education is chairman. The board appoints the state librarian. Its other powers are advisory only. The efficiency of the department rests with the librarian. He appoints the rest of the executive staff.

This discussion was followed by a talk on:

GREATER SUPERVISORY POWERS

BY MALCOLM G. WYER, *Lincoln, Nebraska.*

It has been the policy in establishing library commission work to place the commission in an advisory relation to the libraries and library interests of the state. The purpose in mind was not to develop a centralized library system with the commission at its head, but to provide some agency where communities interested in developing a library could secure advice and assistance, by which struggling libraries could be organized and put on their feet and by which some help in the form of traveling libraries could be furnished to communities not yet able to support a library. The work was new, and from the very nature of the situation the best results would come not by imposing fixed standards on libraries not yet ready easily to meet them, but by suggestion, education, encouragement, and inspiration, to awaken the desire for libraries and to develop local initiative and responsibility to the point of organizing and supporting them. Through the years the work has progressed and the library movement has spread throughout state after state—inspired by the personal influence and wise judgment of the commission workers. There has been no superimposed centralized authority but a friendly adviser ever ready to assist by correspondence, conference, public meeting or by direct organizing aid. Wisely, during this period, it seems to me, the commission laws determined the role of a friendly adviser instead of an autocrat wielding definite authority.

In cases where direct aid was given, such as money for books, authority was given over the selection. In a few states the commission has been given full authority over the administration of institution libraries. In recent years there has been a growing tendency to extend the influence of the commission over school libraries and in such instances there has often been a departure from the early tendency of maintaining the advisory relation. Authority has been given to fix standards, determine the relationship between public and school libraries—to select books and specify qualifications of school librarians. And in some states direct supervision over the administration of county

libraries is given to the commission. Thus in many branches of the work the supervisory authority is exercised in conjunction with an advisory relation established over the chief functions of the commission.

Conditions are no longer what they were when commission work had its beginning, as in most states where a commission has been working for twenty years the library idea is fairly well established and few towns able to maintain a good public library are without one. The chief problem now is not how to develop an interest in and how to establish a library, but how to raise the standards of the library and how to make it a more effective agency for the betterment of life in the community. I believe that the desired results would be attained more quickly and effectively if the Commission could be given greater supervisory powers over certain phases of the administration of small libraries, in addition to its present advisory relation.

During the past two years I have given rather careful attention to the reports brought in from her visits to libraries by our secretary. I have been impressed especially with the fact that the influence of the library depends on the librarian and on the selection of the books with which to work. And it is in these two features that the small library is often the weakest. I am beginning to think that the situation could be improved by giving the Commission more authority in these two points in its supervision of the small library administration.

Certification in time will no doubt take care of the appointment of the librarian, but it will be some years before the plan is in operation in all states.

And I admit that a supervision over the selection of books presents serious problems. However, I think they could be solved.

In order to bring out a discussion of this question, I make this suggestion for your consideration—that the library boards of small towns should be subject to some wise supervision over the appointment of the librarian, and the selection of books, particularly the children's books.

It was generally believed by all present that if the active interest of more library trustees could be secured, library work

would develop faster. The League of Library Commissions, therefore, passed the resolution that it would make every effort to organize library trustees in every state. This

resolution is to be sent to every state library association and to all library commissions.

ANNA MAY PRICE,
Secretary.

SPECIAL LIBRARIES ASSOCIATION

The thirteenth annual convention of the Special Libraries Association was opened by a Special Libraries luncheon served at noon in the auditorium of the Detroit Board of Commerce. Approximately three hundred librarians sat down at group tables, each table being presided over by a member of the local Acquaintance Committee, of which Christine H. Haller, librarian of the Detroit Board of Commerce, was chairman.

First General Meeting

As dessert was being served the president rapped for order and then called upon Adam Strohm, librarian of the Detroit Public Library. Mr. Strohm extended cordial greetings to the members of the Special Libraries Association. In the course of his remarks Mr. Strohm stated that in his belief special librarians have a peculiar opportunity of presenting to business men the possibilities of library work and to spread an understanding of the influence of libraries generally.

Harvey J. Campbell, secretary of the Detroit Board of Commerce, welcomed special librarians to Detroit, and conveyed also the greeting of Harold Emmons, president of the Board, who was unable to be present for the occasion. Mr. Campbell proved himself a talented and humorous speaker and told many interesting anecdotes showing the value and importance of fact information in business as supplied by the special librarian.

At the termination of Mr. Campbell's address the luncheon meeting was declared over and the first general session of the convention was called to order. Mr. Hyde took the chair and introduced John A. Russell, editor of the *Michigan Manufacturer*, member of the Detroit Library Board, and former president of the Detroit Board of Commerce. Mr. Russell presented a most interesting address in which he stressed the practical value of special library work, with particular reference to foreign trade ex-

tension. In this connection he told of plans for the development of a special library along these lines at the University of Detroit.

First Business Meeting

The annual business meeting of the Association was opened at 3 o'clock by the president who spoke for a few moments only, stating that his annual address would be published in the form of an article on "The Economic Value of Library Service." O. Louise Evans, secretary-treasurer, reported considerable gains in membership, the total now being in the vicinity of 800. Alfred B. Lindsay, assistant secretary-treasurer, reported a treasury balance in excess of \$1,000 as of June first. Margaret Reynolds, chairman of the Publicity Committee, reported an exceptional volume of Association publicity during the year, the total publicity on the *Special libraries directory* alone being more than 330 column-inches.

Adelaide R. Hasse, editor of *Special Libraries* made an interesting report, outlining the progress made during the year and calling upon the members for their continued support and co-operation. Ruth G. Nichols, chairman of the Committee on Methods, told of the progress made thus far and thanked members for the interest which was being shown in this work. The president, in the absence of Estelle L. Liebmann, chairman, called attention to the untiring efforts of the Employment Committee; he spoke also of the Membership Committee, temporarily without a chairman.

Lewis A. Armistead presented an excellent report on the work of the Committee on Trade Catalogs of which he is chairman. Herbert O. Brigham also presented a carefully drawn report for the Committee on Commercial Information Services of which he is chairman. In the absence of H. H. B. Meyer, chairman, the president told of the interesting activities of the Committee on Co-operation with the Department

of Commerce which culminated in the publication of the Committee's report under the title *Commercial libraries and the Department of Commerce*. The president told of the very cordial reception of this report and read the following letter of acknowledgment from the Hon. Herbert Hoover, Secretary of Commerce:

My dear Mr. Hyde:

Your printed report *Commercial libraries and the Department of Commerce* is a very pleasant evidence of your spirit of support and co-operation with this Department. Please extend my thanks to the members of the Committee and my assurance that their replies to questions on how this Department can help commercial libraries are receiving our careful consideration.

As a first step in closer relations, I would suggest that the Special Libraries be placed upon our mailing list for news releases and the commercial page of this Department. At your convenience we will be glad to receive names of those libraries properly included in this special service.

Yours faithfully,

HERBERT HOOVER.

The report of this Committee was followed by the further announcement that Dr. John M. Gries, chief of the Division of Building and Housing, would address the second general session of the convention, as a representative of Mr. Hoover and the Department of Commerce.

Richard H. Johnston, chairman of the Committee on Nominations, next made his report. The officers nominated for the ensuing year were as follows:

Rebecca B. Rankin, president.

Lewis A. Armistead, first vice-president.

Alta B. Claffin, second vice-president.

Alfred B. Lindsay, secretary-treasurer.

Nelson W. McCombs, assistant secretary-treasurer.

Bertha V. Hartzell, executive board.

Louise Keller, executive board.

Action on this report was held over until the second business meeting scheduled for Friday afternoon.

After motion duly made and seconded, a Committee on Resolutions was appointed consisting of D. N. Handy, chairman; R. H. Johnston and Alfred B. Lindsay. R. H. Johnston then presented a resolution on certification, which resolution, after some discussion was referred to a committee, con-

sisting of D. N. Handy, Catherine Van Dyne and Rebecca B. Rankin, which committee was instructed to report at the second business session.

First Group Meeting

THE PERSONALITY OF THE SPECIAL LIBRARIAN was the subject of this meeting which was presided over by Frances S. Cox. Miss Cox opened her meeting with an able presentation of the various aspects of personality in library service and then called upon Elsie L. Baechtold. Miss Baechtold stated the outstanding qualifications of the special librarian as being courage, stick-to-itiveness, anticipation, vision, tact, intuition and sympathy with job. Margaret Reynolds, who next spoke, emphasized the importance of adaptability and enthusiasm in special library work. O. Louise Evans told a number of anecdotes showing the importance of the personal element. H. H. B. Meyer stressed the three c's—character, culture, and clarity (of expression). George A. Deveneau explained certain tests which might be applicable in special library work.

Second General Meeting

Ward Gavett, of R. E. Polk and Company, the first speaker, pointed out the importance of library service in solving business problems of distribution of commodities. In this connection he discussed city directories and told of the considerable number of directory libraries now being developed in a large number of American cities. He stated that modern business firms are analyzing the market for their goods and that such investigations can be made increasingly effective by properly directed library service.

John M. Gries, chief of the Division of Building and Housing of the United States Department of Commerce, paid tribute to the increasing effectiveness of library service in America, in the second address of this meeting. Dr. Gries discussed in general the work of the Department of Commerce and, more specifically, the work of his Division. He stated that the work of the Department is based upon facts and that, in his belief, the special library could be of real assistance in helping to locate facts and in acting as local distributor of the Commerce Department's data and information.

In the absence of A. E. White, director of engineering research of the University of Michigan, the third speaker, his paper on *LIBRARY AND INDUSTRY* was read by Edith Thomas. Mr. White stated that the field of industrial library service had hardly been scratched and that there is need of "selling" high-grade technical library service to industrial establishments.

Second Group Meeting

J. H. Friedel, chairman of the meeting to discuss *THE TRAINING OF THE SPECIAL LIBRARIAN* was unable to be present and so Carlos C. Houghton acted in his place. Upon request, before proceeding to the regular business, Mr. Houghton told of the joint publicity program of the New York and Boston Special Libraries Associations and of the results that were being achieved. The meeting was formally opened with an interesting paper by Claribel R. Barnett on *THE TRAINING OF THE SPECIAL LIBRARIAN* which will be published in *Special Libraries*. Ernest J. Reece told of *THE WORK OF THE LIBRARY TRAINING SCHOOLS*, stating that the needs of the special librarian are now being recognized in some way by most schools. D. Ashley Hooker read a paper on *WHAT A SPECIAL LIBRARIAN EXPECTS OF THOSE IN HIS LIBRARY* and how employees should be trained to meet these requirements and his paper was very well received. Andrew Keogh aroused considerable discussion when he led off with a question as to the definition of special library work. Referring to the special collections at Yale University he asked whether these might not be regarded as special libraries. Rebecca B. Rankin discussed the tendency in public libraries towards well-defined special collections with central administration.

Third General Meeting

The third general session at the Statler opened with an interesting address, illustrated with lantern slides, by Francis E. Cady, research manager of the National Lamp Works of the General Electric Company, at Cleveland. Mr. Cady read an excellent paper on *RESEARCH AND THE TECHNICAL LIBRARY* which was enthusiastically received. This paper will be printed in full in *Special Libraries*.

Dr. Lent D. Upson, director of the Detroit Bureau of Government Research, the next speaker, discussed the need for collecting information about government and educating the public in civic affairs. He pointed out that there are many ways in which librarians can help to get facts concerning government before the public.

Third Group Meeting

Maud Carabin, group chairman, called the meeting to order in the auditorium of the 20th Century Club. The subject of the meeting was *THE OBJECTIVE OF THE SPECIAL LIBRARIAN* and the chairman outlined the general field to be covered. Mary B. Day emphasized three essential principles of every trained library worker: intensive study, careful planning, and rapid execution. Floyd J. Miller, director of the reference department of *The Detroit News* told something of the objective of his type of work in service to a great newspaper. Josephine B. Carson stated that the special librarian should aim to become an industrial or business engineer. Ethel A. Shields emphasized the importance of good methods in the realization of the special librarian's objective. The objective of the special librarian is "to set knowledge to work", said George A. Deveneau who stressed the importance of knowing the policies of one's firm.

The last half of the meeting was given over to reports from local special libraries associations. Jean E. Graffen presented an interesting statement on the work in Philadelphia. Professor H. E. Howe presented the report for the Boston Association and Alta B. Clafin sketched the work of the Cleveland club.

The convention was fortunate in having a delegate from the Far West in the person of Mary R. Bean, representing the Special Libraries Association of Southern California. Miss Bean gave an interesting account of the recent organization of her association. At the termination of this report, upon motion of Mr. Hyde, a resolution was passed expressing appreciation of Miss Bean's presence at the convention and congratulating the Special Libraries Association of Southern California on the effectiveness with which they have organized.

Second Business Meeting

The second business meeting was held on Friday afternoon immediately following the third general session already described, with President Hyde in the chair. Various announcements and routine reports were heard and then the special Committee on Certification, appointed at the first business meeting, presented the following:

REPORT ON CERTIFICATION

Your Committee is of the opinion that the subject of certification of librarians as proposed in the American Library Association has not sufficiently developed to warrant specific recommendations at this time.

It believes, however, that the subject is of great importance and deserving of the serious study of each of our members. To the end that this study may have for its guidance the opinion of each of our members, your Committee recommends that there be printed in an early number of *Special Libraries* a summary and bibliography of certification with a request for an expression of opinion of members on which the special libraries attitude might be based.

Respectfully submitted,

D. N. HANDY,
REBECCA B. RANKIN,
CATHERINE VAN DYNE.

The report of the Committee on Resolutions, next called for, was read by Lucius H. Cannon, librarian of the Municipal Reference Library, St. Louis, Mo. The report, as adopted, was as follows:

RESOLUTIONS

Your Committee offers the following resolutions:

First: That the Special Libraries Association in annual meeting assembled records with pleasure its appreciation of the expanding scope, definite achievements and increasing prestige which have marked the Association and its activities under the administration which has just come to a close.

Second: Acknowledging its indebtedness to the unfailing energy, deep interest and guiding hand of its president, Dorsey W. Hyde, jr., during the past two years, the Special Libraries Association takes this method of expressing its appreciation by extending to him the sincere and abiding thanks of the Association. Nor could it fail at this time to make due acknowledgement of the controlling part which he played in bringing

to successful publication the *Special libraries directory*.

Third: The greatly increased and more arduous duties of the secretary-treasurer have been performed by the present incumbent, Miss O. Louise Evans, with industry and unfailing courtesy, and in recognition thereof the Association desires to place upon the record its approbation.

Fourth: In Miss Adelaide R. Hasse the Association possesses an editor of rare gifts of scholarship, expression and judgment whose devoted labors in connection with *Special Libraries* we heartily recommend.

Fifth: That to Miss Christine H. Haller, librarian of the Detroit Board of Commerce, and the local Acquaintance Committee of which she was chairman, are extended the thanks of the Association for the courteous attention which its members have received at their hands during its stay in the city.

Sixth: The Association expresses its sense of deep loss in the death of one of its members, Miss E. R. Oberly, librarian of the Bureau of Plant Industry, U. S. Department of Agriculture, which occurred on November 5, 1921, at Washington, D. C., and the assurance that her scholarship, enthusiasm and fellowship will ever be remembered by all members of the Special Libraries Association who have at any time been associated with her.

D. N. HANDY, Chairman.
ALFRED B. LINDSAY.

The next business of the convention was the election of officers. After reading the list prepared by the Nominating Committee as reported at the first business meeting the retiring president spoke for several minutes describing the important service already rendered by the incoming officers and the outstanding efforts of Miss Rankin in New York City. The nominees were then duly voted upon and unanimously elected, and the chairman announced that the convention would be turned over to the incoming officers.

Rebecca B. Rankin, newly elected president, was greeted with great applause when she took the chair. After thanking the Association for the honor conferred, Miss Rankin presented a tentative program of work for the coming year which was heartily endorsed by all members present.

O. LOUISE EVANS,
Past Secretary-Treasurer.

NATIONAL ASSOCIATION OF STATE LIBRARIES

The twenty-fifth annual meeting of the National Association of State Libraries was held at Detroit, Michigan, June 28-30, 1922. President John M. Hitt, Secretary-Treasurer, Herbert O. Brigham.

First Session

(Wednesday afternoon, June 28.)

The first session was called to order by the president, John M. Hitt, state librarian of Washington, who thanked the association in behalf of the great Northwest for the honor which was conferred upon the Northwest in permitting it to be represented in the presidency. Mr. Hitt, after a few words of greeting, introduced Hon. John B. Corliss, former congressman from the state of Michigan and former mayor of the city of Detroit, to make the address of welcome.

ADDRESS OF WELCOME

By HON. JOHN B. CORLISS, *Detroit, Michigan*

This is an unexpected honor. This morning when your president called, he insisted that I should be here at this time and extend to you a welcome of the city of Detroit, and this I do for several reasons; principally because of the character of the personnel and the character of the institution that you represent—one of the greatest, with one exception, in my mind in this country; that exception I justly claim for the American Bar Association of which I am an executive officer.

I am glad to welcome you because I think you have come to what was in the past, many years ago, and which will be in the near future, the most beautiful city on this continent.

If you have an opportunity, you should visit our island park, seven hundred acres surrounded by navigable water; you have an opportunity to walk about our boulevards and note the great art center that is being gradually developed, and if you do that, you will agree with me it has many beautiful and artistic attractions.

Detroit of late years has become the liveliest, most active industrial center in the world. While we do not equal in population, nor in wealth many great municipalities, we

do, in Detroit today, exceed in the production of the great industrial interests of the world every other great organization and municipality in the world.

You may think that this city has been developed and made great and famous by simply the automobile. True, that industry has added wonders to our development and industrial interest, but the city of Detroit, for many years before the automobile was conceived, produced 60 per cent of all drugs that are manufactured in the world; 60 per cent of all the varnish that is produced in the world, not to mention our Solvay interests—the largest in the world, and the largest production of steel cars for freight purposes. I could enumerate many of the great industrial things that are moving onward in this wonder city.

If you have the time, you ought not to leave the city without going to the Ford plant; there, you will find a guide to direct you through all its ramifications. That one plant alone employs 40,000 human beings. There are a number of people I meet who are of the opinion that Ford made Detroit. That is an incident to our great industrial interests. I can name twenty organizations in the city of Detroit that employ twice the number of people that Ford does.

I appreciate the opportunity to welcome anyone to the city of Detroit who is not familiar with its great interests. I do not want to worry you with talking about Detroit, but if there is anything that any of us can do to add to your happiness and pleasure, I trust you will give us the opportunity.

The president: The secretary has some announcements to make and at the same time I will call for the secretary's report.

REPORT OF SECRETARY

After announcements by the secretary, the following report was submitted:

The association has completed 25 years of existence. It has linked together the state libraries of the country and has been a point of contact for the librarian from Maine and the librarian from Texas. To many of us who have been in the service of the state for many years, the association has become a matter of routine. We have shared in

its offices and we have performed duties on its committees. The association by its very nature is small and that smallness is intensified by the number of absentees who fail for various causes to take an interest in its conferences.

A dozen states are unrepresented in its membership and we well know that the librarians of these states surely need our counsel, our advice and our friendship.

This quarter-century meeting is noteworthy for a representative attendance from all parts of the country. Returns received before the conference indicate that 32 of the states of the Union will be represented at our meetings. We welcome for the first time the state librarians of Idaho, Kansas, Kentucky, Louisiana, Minnesota, Nevada and Pennsylvania. We also greet an old associate, the newly appointed state librarian of Ohio, and the assistant librarian of Vermont.

Upon the request of your secretary, 30 governors of the various states have named delegates to this conference. We also welcome back to our meetings William E. Henry, formerly state librarian of Indiana, and C. B. Galbreath, formerly state librarian of Ohio. In the annals of the association the twenty-fifth annual meeting will stand out as significant from the point of view of its representation from the various states.

The president brought to the attention of delegates the desirability of turning over to the secretary the credentials furnished by the governors of the various states.

The president also noted the early beginnings of the association and stated that the first record of its inception was the circular sent out by the state librarian of California, Louis T. Willis.

The president then presented a special study of a specific problem which has been undertaken in the state of Washington.

CARE OF ARCHIVES IN THE STATE OF WASHINGTON

By JOHN M. HITT, *Librarian, Washington State Library, Olympia*

No problem confronting any state library which undertakes to care for the archives of the state, is more perplexing than how to house the excess material which comes to it for preservation. In the course of business it is inevitable that a mass of papers and documents of all kinds will accumulate which will exceed all possibility of proper housing without a whole building especially

devoted to their reception. Yet these are the very conditions which few if any libraries have supplied them.

To a new state, like the state of Washington, every department quickly fills its vaults with records which of course must be preserved for possible future reference, and which the officer in charge is bound to preserve under his bond. Such an officer is therefore very loth to surrender them to anyone unless he can be relieved of the responsibility; and yet the congested condition of his vault makes it really necessary that something be done.

I am not now speaking of those papers of rare historical interest, and books of great value which must be preserved at any cost—such as most of the eastern states furnish us so many examples of—but of the records of regular business matters which are likely to come up unexpectedly in the transactions later.

It will occur to everyone that there is great liability to loss by reason of the indifference of the responsible officers, if from no more criminal intent, and that the state should do something to reduce this danger as far as possible.

The Archives Law of the state of Washington aims to care for this accumulation, rather than to collect and preserve documents of merely an historical nature. We have no hope of competing with friend Godard, but rather of relieving the pressure in state offices.

The law provides that any state officer, any county or municipal official, may at his discretion deposit with the Archives Commission, of which the secretary of state is chairman, and the state librarian is archivist, any document which in his judgment may not be of current use. Upon a receipt for the same he is relieved from any responsibility for their care and the commission assumes it. The officer making the deposit retains all his rights of access and use, though a receipt will be required if the document is taken away, guaranteeing its return. Besides the relief from responsibility, the officer's vaults are vacated for use of material more daily current,—a condition of course highly appreciated by every officer. The usual access of the public to these documents

is assured, upon proper application and probably with the usual fee, as before deposit.

This sounds all very simple and very well in its way until the practical operation of the system presents a tremendous accumulation in boxes, cartons and files, which entirely swamps the resources of the commission for space. The necessity for finding some means of reducing this congestion becomes apparent.

A patented process has been found of filming official papers, in consecutive order, showing clearly the serial numbers and also the pages of books on a single film. These occupy very small space, not larger than a single motion picture scene. These are not taken on a continuous moving film, as in motion pictures, but are jogged up each time a page is photographed. The process however is a very rapid one, not requiring any delay for processing singly. If it is desired to examine a document thus reproduced, all that is necessary would be to run the film through another machine until the page or document desired has been reached, and then throw the pictures on the screen, where it will stand until removed. This allows as full examination as may be desired.

The instrument therefore consists of a photographing set and of a reproduction apparatus, with a screen. It is not contemplated that the screen reproduction will take place outside of the archives room, but I see no particular reason why it may not be removed to a court room or an office. That is a detail not yet worked out. The process after being installed by the company, needs no very expert service, only that which naturally follows in frequent handling.

The method differs from that of the usual photo reproduction process, in that in the latter case there would be no reduction of space, even if the original were destroyed, unless the pictures so taken are reduced in size, in which case the necessity for a highly magnifying glass becomes apparent. As a practical demonstration of this method, a 672-page book of both hand written and typed matter was reduced in a few hours to a film the size of a spool of thread. Of course the process would take longer if a series of papers such as vouchers or warrants, or documents of that nature were

filmed, because of the necessity of their arrangement before going into the machine. In the case of a book it is merely the turning of the leaves.

It is manifest that the solution of the problem of space to care for these reports is really found only if other conditions are likewise met, and the questions immediately arise: Is the process cheap enough to be practicable? Is it permanent enough to permit of the destruction of originals; and is it rapid and simple enough to accomplish results?

While as yet there has been no essential application of the method to the archives of our state, a 672-page book was successfully reduced to a small space. When this film is placed in a suitable metal container and dropped into paraffin, it is certainly hermetically sealed. If it is ever desired to examine a page, the seal can be broken and after use has been made the whole can be resealed as before. Its permanence therefore seems assured. The cost is only the very low cost of materials used and the salary of the manipulator. In Pierce County, all the records of the county auditor's office, for a series of years, have been thus reduced at a cost far less than any possible transcribing rates. That the process is practicable thus seems assured.

To make the process cover its application to archives in a way to solve the problem of reducing space depends upon the enactment of a law legalizing these film reproductions as the codes of law are legalized, and there should follow a law authorizing the Archives Commission in its judgment, and possibly under certain restrictions, to destroy the originals. No doubt the commission would receive and file in its records the opinion of the officer originally controlling the document. When these laws are enacted,—and I may say by way of parenthesis that it is fully determined to ask such legislation at the coming session in January next,—there should follow another directing the use for all official documents of certain inks best adapted to the photographic process. One difficulty seems to be as yet unsettled—and that is that the presence of certain inks of record makes it hard to get a uniform negative, as they do not photograph

equally well. But we have been assured by the firm that a proper color filter can be applied to such pages as show these conditions, in a way to render the process applicable to all. I expect to examine on this trip the matter of color filters in general.

We are also assured that enlargements and copies may be made without in any way impairing the original films, which may be then resealed. If this is so, the state of Washington seems to have partially solved the problem of archives. It will occur to all that there is value in the process also in the reproduction of rare books and papers.

A prefatory note will precede each film, indicating fully the contents and index numbers, and each container will be given a file number, referring to the full card index system. Since any state, county, or municipal office may deposit its material at any time, it is evident that no system of arrangement can maintain the collection of a department intact. So it is proposed to file these containers in the order of their being filmed, and to depend entirely upon proper indexing to locate desired documents.

In conclusion I wish to emphasize again that no papers of a distinctly important and historical character, such as original charters, constitutions, commissions, or the like, will be filmed; or if filmed at all will not be destroyed. All filming is to be done by direct order of the commission, a record of which order will appear in the minutes of transactions. It is thus hoped to keep the main collection within reasonable bounds, and to have room for really historic matter that ought to be preserved as it should be.

The president then appointed the following persons to serve on various committees:

Nominating Committee: M. J. Ferguson, California; Johnson Brigham, Iowa; D. C. Brown, Indiana.

Committee on Resolutions: J. P. Dullard, New Jersey; A. J. Small, Iowa; Mrs. Alice Magee, Louisiana.

Committee on Hospitality: G. S. Godard, Connecticut; Grace M. Sherwood, Rhode Island; Mrs. J. P. Weber, Illinois; Genevra Brock, Wyoming; E. H. Redstone, Massachusetts.

Auditing Committee: H. R. McIlwaine, Virginia; H. E. Dunnack, Maine.

The first subject for the afternoon was presented by the state librarian of California:

LIBRARY ADMINISTRATION, STATE AND COUNTY

BY M. J. FERGUSON, *Librarian, California State Library, Sacramento*

My topic for discussion will be largely in the nature of a round table.

Naturally, coming from California, I will be very modest and give you what we have been doing out there, as it seems to us the most practical thing we have yet hit upon. I think that you are more or less familiar with the plan which we have adopted; it is one of unusual simplicity, and it has been worked out at least to our entire satisfaction.

The state of California has 58 counties. San Francisco is a city and county with co-terminous territory, and has a county and city library covering that territory from the establishment of that system.

We have, therefore, remaining 57 counties to which service ought to be given.

As some of you perhaps know we tried for several years the traveling library system, but in our state of magnificent distances, we found it rather hard to administer from one center.

Our coast line—and I am not boasting now, Mr. Chairman—is a thousand miles long, and we have some mountains there that I believe are the highest in the United States—the reporter need not take that, because I said when I came here this time I was not going to brag about California any more. I cannot help it since the judge who welcomed us spoke so highly of the great things here in Detroit—it began to make me feel almost like I was home again.

We found that the traveling library system, to get back to the subject, was not entirely adequate for our purposes. I have no doubt that if we had one now it would be infinitely better than we had before, and it probably works out well in certain states.

We emphasized for some time the establishment of public libraries, but we rather desisted in that for two or three reasons. In the first place, all of the larger towns which could adequately support a library had been organized, and we found that the efforts that we were expending in encourag-

ing the establishment of libraries in smaller places were more or less wasted. Smaller towns were unable financially to support a library in an efficient manner, that is, there was not money enough to buy books, and they could not employ a librarian, two requisites in my opinion to the giving of library service.

In 1909 we got through a county library law, which for certain reasons was not put into operation until our second law of 1911 was adopted. That law has remained on our statute books, with practically no change whatever since that time; the only changes are in the increases of county librarians, whose salaries are fixed by the legislature in our state, rather than by the local county authorities.

With the exception of certain counties that have recently adopted county charters, with defined terms, the board of supervisors may fix the salary, or change the salary of the county librarian.

We have at the present time 42 counties in operation, or, adding San Francisco, 43.

The counties which have not yet come in are those more or less sparsely settled and in the mountainous districts of the state. They, doubtless, will come in in time, and probably could be forced in if we took that position, which we of course do not. We simply give the information, the way it is worked, and send representatives to the county on request, but make no effort to force establishment of the county library system.

Our county libraries do not cover the territory that is found in cities or library districts having their own library system unless the district desires to become a part of our system, in which case it may become a part by action of the city council, and will be taxed and receive the same services as the remainder of the territory of the county.

The headquarters in each county, which is at the county seat, has a collection of books for use of people of that county, with numerous branches throughout the county. In stores, post offices, in the homes of the citizens of the county, and in communities where the number of persons would justify, we have, of late years been building similar branch libraries.

The county librarian is appointed by the board of supervisors, and we do not have what is ordinarily spoken of as a board of library trustees. We find our system quite effective. It may not, of course, work in every state, but with us it works out admirably, works out so well that one of the supervisors of one of our best counties is in attendance at these meetings, which I think is "going some" for a member of the board of supervisors, if you know something about such boards.

The librarian, of course, is not left to be appointed by the supervisors without some direction and the person who desires to become county librarian must qualify by taking an examination before a board of library examiners. I think on that point, perhaps, more than any other we can base the effectiveness of our system.

That plan would not be quite complete, of course, without giving some consideration to the schools, and under our law the schools which for a great many years have had school libraries into which they have poured a very large sum of money without any appreciable results, may now become a part of our county system by simply paying a charge on the authorization of local school board—that is by voluntary action on their part.

We have about three thousand of those school districts now in the state which have come in in that way. If the schools were not satisfied with the services received, they could, by action of the board of trustees, get out very easily. I might say, however, you can count on one hand the school districts that have not seen fit to continue the service after they have tried it once.

Of course this plan spread out over our entire state would give us a very fine system, and in time will undoubtedly cover the counties which have not yet come in. There is no distinction whatever between the public and county library in our state; they all receive exactly the same services from the state librarian, and are all exactly on the same basis. At last we have come out there to view the thing in a very sane way, as one problem, the giving of library service. There is no feeling whatever between our public and our county libraries.

In the years I have been coming to the

A. L. A., I might note that there has been a vast change in the feeling of the American Library Association toward this newer system of library service. You now fill a general session of the A. L. A. devoting some thought and some time to hearing a broadcasting by the president of that organization to assist the county libraries, and I think it shows a growing sanity among the librarians that are gathered together under the banner of the A. L. A.

The state library with us has a very close and very active part to play with the other libraries of the state. In the first place, the state librarian is chairman of the examining board before whom county librarians must qualify. The state librarian has the authority to call together, and does call together the county librarians in convention, somewhat similar to this, and, of course, the county pays the expenses of the various county librarians to such convention. We send to the counties from time to time a representative of the state library, or the state librarian, who is supposed under the law to go himself, but does not always find the time.

This library representative will go into counties, for example, in which the people have not yet seen the value of coming into the county library system and visits are made usually in county schools and county libraries, to the member of the local school board, and the matter is explained to them. The teachers are heartily in sympathy with the work, and we always have their support.

In addition to such personal service, the state library with us acts as a clearing house for all sorts of professional questions, and for the consideration of many of the reference questions which are somewhat beyond the local resources.

The state library, which now has something over 3,000 volumes does not purchase fiction,—I don't know why, excepting because it is California; and it does not circulate, but devotes its fund to the gathering together of books which are all of a more serious nature, books which are frequently expensive, which are very valuable to have in the state, and which it is not necessary to have in every library of the state; we

send these out quite frequently to the library, but not to the individual.

The service which we give to the people of the state is not to individuals except those who come to Sacramento, and they are always welcome there.

We, of course, actively support the development and the growth of the local libraries the local library becomes the distributing point. You know how people are in this world. If they can get something afar off, they always prefer it; that is the reason they invest their money in Central America or in oil wells in Mexico or gold mines in Alaska instead of keeping it at home in the building and loan associations. So, if we could give service to an individual throughout the state, you know about how it would be, he would think he was putting something over on his neighbor, but as it is he simply borrows from the local library. The plan is a very efficient one, and is working out splendidly.

I do not know that I have anything further to present, Mr. President, but I shall endeavor to answer any questions that anyone may have concerning our plan.

Mr. Bliss: Will you tell me what experience you have had with book wagons?

Mr. Ferguson: Our book wagons are not what are ordinarily known as book wagons; practically every county librarian in California has an automobile—you know, if it were not for California, Detroit would not be on the map, because we have more automobiles out there than any other state in the Union—every county librarian has an automobile, and makes frequent trips around the country; we find that personal contact is absolutely necessary. Upon each trip the county librarian always takes a load of books. We do not, perhaps, as some of the other states do, make a house to house distribution, but our branches or stations are so scattered, so thickly scattered over the state or county that the individual is not very far removed from the books.

Mr. Johnson Brigham: What salary do you pay your county librarians?

Mr. Ferguson: Our county librarians under our law get salaries of from \$125 to \$250 a month.

Mr. Johnson Brigham: From the state?

Mr. Ferguson: No, the salaries are paid by the counties.

Mr. Bliss: Do you have a library in the county seat, in addition to what you send from the state library?

Mr. Ferguson: Our sendings are always to the local library.

Mr. Bliss: Is the library there?

Mr. Ferguson: Yes.

Mr. Bliss: Who purchases the books?

Mr. Ferguson: The county librarian purchases these books.

Mr. Bliss: Out of his own funds, or state funds?

Mr. Ferguson: Out of the county funds. It is a co-operative fund; we do not furnish any money at all for books to be retained as county property; all of our purchases are for the state library itself, and the county shares its part of the burden.

Mr. Bliss: When you send books to these libraries, who pays the carriage, does the borrower pay?

Mr. Ferguson: No, the state library pays the carriage both ways. That is another part of our contribution to the partnership.

Mrs. Magee: Mr. Ferguson, in the case of a town in an unorganized county is there any provision whatever so that they can get books, say, in a town where there is no organization?

Mr. Ferguson: In those cases, we send the book to the individual if there is no other way out of it. When we do that, however, we more or less penalize him, and arouse his interest in the establishment of some sort of library by requiring him to pay the transportation charge. It doesn't amount to very much, but it is an incentive in some cases.

Mr. Bliss: Are you sending many books to individuals?

Mr. Ferguson: The books sent to individuals are in the counties which are more sparsely settled, and, of course, there would not be the large number that we send out elsewhere.

Mr. Bliss: Well, as a matter of fact you do send them?

Mr. Ferguson: Yes, we send a good many books to individuals. Where there is a library we send in care of the public library, and if there is no library, in the

sparsely settled counties, send direct to the individuals. It would be a very great hardship, indeed, if they were entirely cut off from some library resources.

Mr. Godard: You send books into counties or cities that have libraries?

Mr. Ferguson: Oh, yes; our service is supplemental, however.

Mr. Bliss: You send them direct to the applicant, or do you send them to the library?

Mr. Ferguson: To the library. If we receive a letter from an individual in a county or city that is organized, we return that letter, and also notify the county library, or city library, so the individual can get in touch with his distributing point.

Mr. Johnson Brigham: Do you buy the books?

Mr. Ferguson: No, we do not. If a book is in such general demand that several copies could be used, we take it as evidence that the larger counties and city libraries will buy it.

Mr. Godard: What is your maximum tax in California?

Mr. Ferguson: Our maximum tax is one mill on the dollar.

Mr. Bliss: What does that amount to per capita under ordinary circumstances?

Mr. Ferguson: In 1920-1921 it was almost a million dollars.

Mr. Bliss: That is entirely county libraries?

Mr. Ferguson: That was for the 42 counties.

Mr. Bliss: How many people?

Mr. Ferguson: We have about three million inhabitants in California, but, of course, that does not include the books for the state library.

Mr. Bliss: That would include the 42 counties that are now organized?

Mr. Ferguson: That includes the 42 counties—42 counties are organized.

A Voice: You pay a million dollars for two million people?

Mr. Ferguson: No, I would not say that we have that large a number of inhabitants, because Los Angeles, you know, is very much of a city and has some eight or nine hundred thousand persons now, and San Francisco has another half a million.

Mr. Johnson Brigham: I have asked two or three questions, but I want to ask how many of those 40 large counties reach the maximum, and what is the average?

Mr. Ferguson: Only one county in the state has reached the maximum, and that under peculiar provisions of our law has exhausted it.

Mr. Bliss: I understood, Mr. Ferguson, one of your counties out there, which is about half the size of the State of Pennsylvania, was taxing towns to the extent of \$10,000 for county library services.

Mr. Ferguson: Do you recall the county?

Mr. Bliss: I do not. It is one of the southern counties, that is somewhere down south of San Francisco, I have forgotten now, and I might be wrong; it is just simply an understanding; I intended to go into it a little more fully, but I wondered if you considered that a good spirit for county libraries?

Mr. Ferguson: That would depend on the population, entirely, Mr. Bliss; I would consider it justifiable for certain counties which had a very large area, but not a very large population; the highest tax paid in the state, of course, is for the county of Los Angeles, and that covers the territory outside of the city of Los Angeles, and you know the city of Los Angeles is the largest city in the world in area, and there are a great many places having from ten to fifty thousand population down there that are not included in the county library service. I do not have the figures here for the year 1921-1922, but the figures for 1920-1921 are, for Los Angeles, \$174,800; that is for the county outside of the municipalities.

Mr. Bliss: That is for the county rural work.

Mr. Ferguson: For the rural work, yes; others of our counties run down to, oh, seven or eight thousand dollars, but these are counties in which the population is very low.

The President: I would like to ask, Mr. Ferguson, if it is true that most of the cities choose to go into the county system instead of remaining outside?

Mr. Ferguson: A large number of the smaller cities or towns are coming into the system; the larger cities, of course, do not come into the system, and as a matter of

fact are not wanted; the only thing we want to do out there is to help the organizations large enough to bring in a sufficient fund to get the library service, and it would be better perhaps for the city which is large enough to run its own system to remain out, so the larger cities—Los Angeles, Oakland, San Francisco, Bakersfield, cities like that—are not part of the system. In one county, one of our very prosperous counties, that of Fresno, the entire system is one system. Fresno is a city of about 75,000. Several years ago, the city authorities were fighting to discontinue their city library, and we have the county of Fresno now one county system, which is working out splendidly there, and I think is really an ideal for which we ought to work.

The President: How is the board of examiners for library certificates created?

Mr. Ferguson: That was created by the county library act of 1911; the board consists of the state librarian, as chairman, and the librarians of the public libraries of Los Angeles and of San Francisco.

The President: Are there annual examinations?

Mr. Ferguson: Of late years, we have been giving the examinations about every six months.

Mr. Bliss: The persons who pass the examination go into the public library service?

Mr. Ferguson: Some do, and the public libraries are very happy to get hold of persons who can demonstrate their ability to pass these examinations. The examinations I might say, Mr. President, are more or less rigid, and we from time to time have surprises in the persons who fail to pass them. Of course, it makes the board very sad when somebody comes up and ought to pass and does not.

Mr. Bliss: May I ask just one more question: Out in California, do I understand the county supervisors, or whatever they call them, elect the librarians?

Mr. Ferguson: Yes.

Mr. Bliss: Without a board of library trustees?

Mr. Ferguson: Yes.

Mr. Bliss: Do you find that that is working out really satisfactorily?

Mr. Ferguson: I would not change it, Mr. Bliss.

Mr. Bliss: You would not?

Mr. Ferguson: It is so effective I would not change it. The reason is that the general supervision of libraries is placed in the hands of men who have the management of the affairs of the county, and we find that they do things in a larger way than the ordinary library board is permitted to do them, and they furthermore have the authority to give us an income which will be satisfactory.

Mr. Bliss: Then the librarian is practically supreme in the county library; she does not have to refer to the board of trustees?

Mr. Ferguson: Oh, yes, she does. The board of supervisors has control of the library, but we do not have intervention by a board ordinarily appointed for that particular purpose.

Mr. Bliss: You find that at a meeting called to consider county purposes they will take the time to consider the library questions?

Mr. Ferguson: Yes, they do. Some of the county libraries think that they take too much time.

The President: I think we had better call the roll.

Herbert O. Brigham, secretary, called the roll by states alphabetically. All the states were represented, with the exception of Alabama, Arkansas, Florida, Georgia, Nebraska, New Hampshire, New Mexico, Oregon, South Dakota, Tennessee, Utah and West Virginia. The largest attendance present was from Michigan and Illinois. In addition to the states enumerated, the governors of the states of Arizona, Colorado, Idaho, Kentucky and Nevada appointed delegates who were not able to be present.

The President: So far as I know this is the best representative collection of state librarians in the history of the Association. There were 27 states represented in 1899, and as far as the minutes show, as printed in the library journals there has not been a meeting as large as this since, so I am very highly gratified with the work of the secretary in getting so many out.

The President: The next topic announced is

STATE LIBRARY SERVICE TO RURAL COMMUNITIES

By CLARENCE B. LESTER, *Secretary, Wisconsin Free Library Commission, Madison*

I remember that the first speaker we listened to at this general conference brought up the subject of general education; Dr. Burton emphasized that the first evening, and this theme has been running through many of the other meetings I have attended; it is a theme that has run through our library conferences of other days, and I have a quotation that I want to add to this expression: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

This precept, so modern in its application to the present day appreciation of the fundamental necessity of general public education, was delivered more than 125 years ago, by George Washington in his farewell address to the people of the United States. I do not know that anybody in 125 years has found any other short phrase which better expresses what the library is endeavoring to do for the general population. If the structures of government are formed by public opinion, it is essential that public opinion should be enlightened. Again, it is true that public opinion is not an expression alone of the people in crowded cities in a country which, even after the figures of the 1920 census are available, will still be more than half rural in the make-up of its population.

What I am leading up to, then, is that the state has seen in such statements as this from Washington, that it still has a duty in enlightenment of public opinion, and that public opinion means the opinion of you and of me and of everybody in the state, in the cities and outside. Mr. Ferguson's talk and mine come together on this program, I suppose, because we simply present two phases of a generalized service. His state has gone wonderfully far in establishing county libraries; most of the rest of us have not been able to go so far.

Mr. Hitt, in asking me to talk here wanted me to tell something about the way in

which extension work is done in my own state, Wisconsin; and after the extremely modest way in which Mr. Ferguson spoke of California, I am not going to hesitate very much in speaking of Wisconsin. In our state we have counties with small population; we have counties, of course, with many small libraries already established; the early work of the Library Commission in Wisconsin established in 1895 was so largely in the establishment of public libraries that it is now true that no place with more than 2,000 population is without a public library, and there are many places smaller with public libraries of some sort. It seems to me that this is a situation which appeals to many of you who are familiar with places where the development of the county library is not going to be very rapid. We have some counties, La Crosse is the best illustration, where the movement is going to advance. La Crosse county has one city, the city of La Crosse, of 30,000, no other place of over 1,500—no other public library, and I anticipate that under the contract system, which will be largely used with us, La Crosse will very soon have a county library system.

Our traveling library department has sent out, during the present fiscal year ending June 30, up to one week before I left, something over 130,000 volumes; out of that 130,000 volumes, about 100,000 have gone in collections. We have to have some fixed collections as a basis. We add to that, special collections, prepared on the request of clients, both in English and foreign languages and special collections made on various subjects, and make the service just as flexible as possible. All kinds of collections are sent to communities. Of these collections probably half go to either public libraries or public school centers and half go to other rural centers through the community. Thirty-five thousand of the 130,000 were sent out this year by the parcel post system. When a question or request comes from an individual in a municipality with a local public library, he gets an answer, but he does not get a book direct; the book is sent to the public library for the reason given by Mr. Ferguson, to aid that local institution.

There were about 6,000 requests from 1,400 communities.

So much for the method of book distribution.

Another phase of the question which we find not only desirable, but necessary to emphasize, is getting information to the people in general that this service is available.

I do not like to use the word "publicity" any more, because in so many of our meetings we come to use the word "publicity" for all forms of print which reach the general public, mainly newspapers. I mean something different from that, something more than that. Do not think for a moment that that must not be done, but something more than that must be done to make the communities conscious of the fact that this service is available.

A notice in a weekly paper, read in a sparsely settled community which has nothing to read, does not amount to anything. I believe one of the strongest influences is actual attendance at all kinds of gatherings of people interested in any phase of social work; all kinds of gatherings where people may be reached who will then go away and carry back the information that this service is available. Miss Long, the chief of our traveling department, has attended in the past two years, every one of the meetings of the Federation of Women's Clubs.

In our state, during the last year, we have had five district conferences on social work. The old Charities and Corrections Conference in our state has come to be called the Conference of Social Work, and it holds district conferences reaching eight or nine counties, and someone from our staff has attended every one of these meetings. Meeting with people it seems to me is the best kind of publicity.

Work through organizations is another publicity method. Here is a folder I have brought as illustrating one of the pieces of work. It is a folder issued by our American Institute of Bankers, which, I suppose, many of you know is the organization of the younger bankers. There are in Wisconsin 600 towns with banks, and at least a couple of hundred of the bankers cannot reach public libraries.

The assistant secretary of that associa-

tion asked me to co-operate in a book service to these younger men, and from that we developed something that we brought to the attention of the bankers in the state. He got out a little folder announcing the service by the Wisconsin branch of the American Institute of Banking, in co-operation with the Library Commission; a little statement of where books may be obtained, a list of the books, and a form for request.

Recently in the *Publishers' Weekly* Mr. Wheeler had an article on the use of the U. S. Bureau of Education courses.

I have here another pamphlet gotten out this year. We use the title, "*Do you want a book?*" There are two lists printed together, one list of general class books, and another longer list of fiction.

The lists of class books are scattered throughout the pamphlet so that as one scans the list of fiction, his eye must fall from time to time on the non-fiction lists.

Now, it is perfectly obvious that the state system, such as I have described, cannot reach the people in the way they ought to be reached. Here is the situation in our state—a population of 2,600,000 by the last census and about half of them in places possessing local libraries, and the other half outside of this library area. Hence, we all believe in the future development of county libraries as the solution of this problem. But in the meantime we have the traveling library service to communities, and also the service by parcel post to the individual and a partial payment of the postage by the state. The out-going postage is paid by the state and the return postage by the inquirer.

The availability of book service should be as much a matter of daily familiarity as the supply of food or drink or clothing or of toothpaste. Wisconsin's library service is brought before the widely scattered population of rural communities at every opportunity. Exhibits and addresses are presented at many kinds of gatherings where those in attendance may aid in spreading this knowledge. The state fair, district meetings of women's clubs, social work conferences, meetings of rural pastors, community institutes, field workers from other state departments, are typical of the group meetings reached. Many organized groups

of people are reached by a specific presentation of material available in the specific field; such are bankers', journalists', farmers' organizations. In other words, we use every possible method to bring to the consciousness of the people of the state that the service is available for their use.

The President: Mr. Lester will be glad to answer questions.

Mrs. Newell: Do you pay on the traveling library one way?

Mr. Lester: No.

Mrs. Newell: May I ask if you pay anything at all on traveling libraries?

Mr. Lester: No. The form we have includes pay for transportation. One thing I would like to bring up is the question of insurance on traveling library collections. I have been working for two years on that problem in order to try to get some adjustment with our state insurance fund. It involves a number of rather different questions from any considered by the ordinary insurance adjuster. No one actually has had to handle service covering such general collections as these. About half of the valuation should be charged at a home rate, that is, during the year perhaps half of the books are "at home," and you have to take into account the fact that while your books are on the way, and charged at a high rate of insurance, they are nevertheless scattered, in our case into nearly 1400 different communities, and, of course, it is perfectly obvious that no very big destruction could take place in 1400 different places.

Mr. Johnson Brigham: We ought not to dabble with insurance; let the state take care of it.

Mr. Lester: Here is my problem. The state does insure through the insurance fund, but during each year my appropriation is charged, and if it is based on this rate of books in the field, it means this past year something over a \$500 insurance premium.

The President: The question has arisen, "What ought our future to be?" And, last year a committee was appointed by Mr. Redstone to make a survey of this matter. Mr. Brown has taken for his subject the findings of this committee.

THE FUTURE OF OUR ASSOCIATION

BY DEMARCHUS C. BROWN, *Librarian, Indiana State Library, Indianapolis*

To assume the role of a prophet would be very unwise. There are men who write on "The Next War," "The Future Greatness of Our Country," etc. These may be well and fascinatingly written but their value seems to me questionable. I find it very difficult to decide about the facts of the past. In truth, we all dispute about historical incidents in politics, war, education, art. That is one of the joys of studying about them. We don't know, hence can argue with great or little skill. The present is even more mysterious. Nobody agrees with any one else. Why should he? The great missionary to China, Dr. Martin, wrote home when asked about the bottom facts in regard to China (this to some one who wanted the gist of thousands of years of history, religion, art, in one letter). "There is no bottom and there are no facts." And the future of this or any other association—what shall it be? Who can forecast it? Who is the *rara avis* to prophesy on this subject? You recall Repington's account of Pershing's officer who was reading "The History of the Future." On inquiry it turned out to be "The History of the Middle Ages."

The writer has no desire to be classed as a prophet. The prophet has too little honor in his own association as well as his own country. What interests me is this: Make our association a growing, helpful, active affair, intelligently managed and conducted, building for the present and the future, and then rest in peace without worry.

The association is now 25 years old. Shall it continue as heretofore, or merge in some form or other with other organizations? I recall that the attendance at the various meetings was sometimes small, sometimes large. The writer read his first paper at the Asheville meeting in 1907 before six or eight people. However, there were more than that at some of the sessions. We have kept up the conferences from year to year with more or less profit. Shall we continue, merge or disband? It has been set as my task to answer. May I take a view of the field as a starter?

Many of the state libraries are under partisan control. The librarian is changed after each election or at least frequently. He or she may or may not be an educator or librarian. He knows that the term will be short, that there will be no continuity of tenure or policy—both of which are necessary to growth and good service. There is not much incentive to the best work either for the head or his assistants. He can't afford to attend meetings or visit other libraries to see how the best results are obtained. He does not care to join an association requiring fees and writing of papers and reports. All this is of vast indifference to him. The association receives no encouragement from such a state library. The curse of reward for party work is on such an institution and nothing can be expected. I wish I could inform you of the number of state libraries so afflicted. It might be that a "drive" could be started to bring about a cure. The sad thing is that there are many of these. How, if at all, can their co-operation be secured? Not until we rid ourselves of that curse of our governmental system that official position is a reward to someone paid for from others' funds, namely the public's. You recognize the immensity of securing that riddance.

Another serious and confusing element that disturbs us is the fact that the term "state library" does not describe the same institution in the different states. The state library in Wisconsin is not the same as the state library in Indiana, in which latter commonwealth the Indiana Law Library under the control of the Supreme Court is frequently referred to as the state library even by its most frequent users, the lawyers. In Illinois the state historical library is a different institution and under different control from the state library. But both are in a very true sense state libraries. The same difference exists in Minnesota and in Alabama. New York has perhaps an ideal condition, as all these features are combined in one controlling head. Connecticut may be classified in the same way, and so far as I know, Michigan. California has a sweeping supervision over the whole state. Missouri has a state historical society and a state library which, as in Minnesota, is a

law and documents library. The Indiana institution is a general library (including documents—state and federal) apart from the law library, with an archives department. But in the state is an historical society receiving a small amount of public funds for publication purposes only but without any provision for housing books. Its exchanges are kept by the State Library. In Iowa the Historical Library, State Library and Commission are distinct, as also in Nebraska. In Oregon we have still another condition. In Ohio a state of chaos seems to have been cleared up, but there are two or three libraries that may be called state libraries.

These few are given merely to show that the term state library may mean one thing in New York and another in Illinois or Indiana. If we limit this association to the narrow sense of the term we must expect a small clientele—if to the broad use, there should be a large following, but in a way limited to general reference books, history, newspapers, documents. Curiously enough the term "public library" is frequently and wrongly limited in the public eye to popular books, fiction especially, and is used by children. In my own judgment this view is wrong.

But now what are we to do with our association? Some say "Join the Association of Law Libraries," some "Become a section of the A. L. A. and lose our identity." Maybe this identity is already lost, so small has it been at times. Personally, I have not the slightest fear or compunction about losing identity if we thereby gain positive results. I have no partisan affiliations that bind me with hooks of steel—unless results are obtained. The partisan mind, as I see it, as such, per se, is a small mind. I beg to submit the results of a questionnaire covering five points as follows:

1. Remaining a separate organization.
2. Merging state and law under a comprehensive title.
3. Merging state, law and special associations into a strong organization.
4. Becoming a section of the A. L. A.
5. Forming an official organization known as the National Library Federation.

The answers to these questions are about

as varied as the libraries themselves. Some are not ready to decide, desiring further discussion. The ballot, however, is about as follows: for No. 1, seven votes; for No. 2, eleven votes; for No. 3, seven votes; for No. 4, six votes; for No. 5, six votes. As you see, no point has a majority.

Permit me to use Indiana as an illustration of the difficulties in the way. There the State Library, the Indiana Law Library, the Public Library Commission, the Indiana Historical Society, the Legislative Bureau and the Historical Commission—all of these are in a greater or less degree either libraries, or doing work more or less connected with libraries. Their duties, too, are state wide, distinctly not local. Are they, therefore, not proper associations to be connected with a National Association of State Libraries? Surely a state historical library is a "state library" though not so named. The funds for all these bodies are state and not local. Is it advisable, is it possible, that they shall all be in our national association? You may be able and ready to answer. I am not.

As I see it now, I believe it better to remain as we are, provided an effort be made to secure a larger interest and membership of those closely connected with state libraries in the narrow sense, and an affiliated membership (so to speak) from these allied bodies named above. Whether this can be done I do not know. I think it ought to be attempted. If membership is not accepted then joint sessions can be held of, for example, the general state library and the Historical Society library.

To reinvigorate the institution, to secure more members, to bring about their attendance at the meetings for their own sake as well as the association's, to reinspire everybody (and I believe in this kind of inspiration verbal or otherwise) will be a hard task. But I have hopes that it can be done. Cannot all the libraries whose activities are state-wide be invited to join? Are they not properly eligible to membership? Further, cannot our secretary do as the present one has done, urge state librarians all over the Union to attend with the authority of their executive powers, governor or others? If they get in the habit of coming,

the association can be kept up. Is this worth while? Personally I believe it is. Is contact with others, especially if they disagree with you or present a new phase of your worn out ideas or methods, is that not the very essence of growth and development? I believe in trying it.

Becoming a section of the A. L. A. may not solve the problem. I have no objection to that proposition myself. What I want is to attend a conference where all problems connected with the control and improvement of libraries are discussed. I am not a stickler for names—names may be appropriate and beautiful whether of persons or institutions, but after all, they are appendages and not the heart and purpose and core.

As I see it, the library is an educational institution bigger than the school because it touches all from school children to old people. The library is therefore greater than any name. Institutions and associations, like men, are sometimes outgrown, worn out, lose their dynamic power and die, as they should under the conditions. Death is not a calamity. It may be a blessing. I do not believe this is the case with this association. It may need recharging, revitalizing. If so let us get all the cylinders to working. There is a large field of work for us. Why not cultivate it? Perhaps the old plow horses can do this; if not, let us get some new ones, or some tractors, and carry on.

However, I am like Sir Roger de Coverley when serving as a judge in a debate and rendering his famous and great decision: "Gentlemen, a great deal has been said on both sides."

Mr. Lester: Before adjourning the meeting, is there an opportunity for a business matter which I wish to bring up? I was asked to be chairman of the Round Table, on **Legislative Reference Work**. We held one meeting this morning, and Mr. Brigham has announced another one for Friday morning. At the meeting this morning one of the main subjects of discussion was the possible specializing in research work by legislative reference bureaus, and since the meeting was held under the auspices of this organization, this round table passed a resolution, which I am now bringing to you, asking the Na-

tional Association of State Libraries to take the initiative in trying to arrange for a joint committee of the National Association and the Special Libraries Association, to consider the whole subject of specializing in research work, which Mr. Root mentioned in his general address on Monday evening. I present that as a suggestion from the round table.

The President: Do you ask the appointment of a committee?

Mr. Lester: I ask that this Association take the initiative in asking for a joint committee of the two Associations, to consider that subject. I presume action by us here is proper. I will make a motion.

The President: State your motion.

Mr. Lester: I move that the National Association of State Libraries ask the co-operation of the Special Libraries Association in forming a committee to consider the subject of specializing in research work in legislative reference bureaus.

The President: Have you heard the motion?

Mr. Redstone: I will second the motion.

The President: Motion is made and seconded, as you have heard. Those in favor of the motion say aye.

(There were a number of ayes.)

The President: Contrary, no.

(There were no noes.)

The President: Carried. Would it not be wise, Mr. Lester, for us to appoint a committee?

Mr. Lester: Unless there is another opportunity, I assume the secretary will transmit this to the other association.

Secy. Brigham: It is the intention of the secretary to appear before the business session of the Special Libraries Association and present this communication from this association, and, I will ask that action be taken on this particular suggestion.

Mr. Lester: Will there be any meeting of this organization after that time?

The President: We have a meeting of this association on Friday morning for certain matters of business and for general discussion.

(Here followed discussion as to what was to be done with the association.)

Mr. Dunehoo: I move, sir, that we form

a new association, to be called the State Law Library Association.

The President: I think we ought to receive the report of that Committee before we start to do anything.

(There was further discussion upon this subject.)

Johnson Brigham: I move that the Committee on closer affiliation between the two associations have further time to report until next year.

Mr. Bliss: I second the motion.

The President: You have heard the motion. The question is of granting the Committee further time until next year.

The President: All those in favor say aye.

(There were a number of ayes.)

The President: Any noes?

(There were no noes.)

The President: The Committee is granted further time for one year.

Second Session

Round Table on Indexing Legislation

(Wednesday evening, June 28)

(Joint meeting with the American Association of Law Libraries.)

The meeting was called to order by John M. Hitt, President, who introduced Gertrude E. Woodard as chairman of the Round Table on Indexing Legislation.

MISS WOODARD: The Round Table on Indexing Legislation was suggested for this reason: Almost daily the need for a subject index to statute law of all the states forces itself upon the attention of the lawyer, the legislator and the business man. I am simply the chairman in charge of the papers to be read. The papers to be presented will bring before you what has been accomplished in the way of indexing statute law and the discussion to follow I hope will bring out the possibilities of a continuance of such index.

About 1890 Frederic Jessup Stimson published two volumes of American statute law. I remember Mr. Stimson said in addressing us some years ago that he probably had the distinction of being the one man who had ever read all the statute law of all the states of the United States down to 1890. After that, he classified it, and that was the beginning of an index to legislation. There

was information in his volume that a supplement would appear soon after, but that promised supplement never materialized.

The chairman presented as the first address

INDEXING AND CLASSIFYING LEGISLATION IN THE PENNSYLVANIA LEGISLATIVE REFERENCE BUREAU

By JOHN H. FERTIG, *Assistant Director, Pennsylvania Legislative Reference Bureau*

As a basis for its filing system, and to make accessible for ready reference the laws of the commonwealth and pending legislation, the Pennsylvania Legislative Reference Bureau has adopted a classification system founded upon an analysis of the statutory law.

The classification system is divided into main subjects, such as constitution, state government, civil and criminal law, finance and property, police powers, local government, commerce and industry, public service, insurance, banking, etc. Each of these subjects is in turn minutely sub-divided into various divisions and subdivisions. The entire system is one selected and arranged to fit Pennsylvania conditions and is not founded upon any of the well known library classifications.

To each subject in the classification is assigned a number and at present these numbers run to 6,000. There are, however, a number of blanks to permit expansion for new subjects and where numbers have been used additional inserts are made by means of a decimal system.

A file of all bills introduced at the various sessions of the Legislature, since the creation of the Bureau in 1909 has been kept. Generally one class number will suffice for the bills, although some may require several added entries. Through this file we are able readily to lay our hands upon proposed legislation which has failed of passage. At each session of the Legislature the Bureau receives hundreds of requests for the preparation of bills introduced at former sessions. By this means of indexing our labors are reduced to the preparation of typed copies.

The general statutory legislation has been

indexed in what we are pleased to call a classification and compilation table. This index is on cards.

The classification table simply furnishes a chronological record of all general legislation and the subject under which it is properly classified. On each classification card are also shown the other subjects with which the statute deals. The classification card forms the basis of the compilation table. This table is used as a check on the digests of statutory law and enables the Bureau to make an accurate and exhaustive search of legislation upon any subject.

In this table, the cards are filed first, numerically by classification number, secondly, chronologically by said number. Each statute is minutely cross-indexed. On the original card is noted the year, date and page of the statute. This is placed in the left top corner of the card. At the top of the first card appears the subject of the statute, with the fundamental classification number. Below this is placed on each card the various subjects with which the statute deals, each subject carrying its fundamental classification number. The number of cards made for each statute equals the number of entries on the first card, and as the cards are typed these entries are reversed, so that in turn each entry with its number appears at the top. The cards are always filed according to the top number.

In consulting this index under the subject of titles, we have a reference to this statute, and the same is true if consulted on the subject of escheats, or aliens. The value of repeating all cross-indexing on each card lies in the fact that in most cases a glance at the card and its various subjects gives the person using the table an accurate idea of the contents of the statute without the necessity of consulting the statute itself. The illustrations before given show plainly that the statute in question has to do with the escheat of titles held by aliens.

The chairman presented Mr. Godard for a report on National Legislative Service and Indexing, Skeleton Index to Legislation, and Bibliography of Statute Law.

MR. GODARD: I have not any report. I supposed it was to have been taken up with

Miss Woodard. My suggestion was simply this, it was made in one of my reports several years ago, that for the benefit of those who had occasion to use the codes or statutes of the several states, it would be an excellent thing, if there could be a skeleton index which should be embodied in the indexes of all those several codes, and it has been adopted in some of the states in part. Just how it would be done, I don't know, but that it is feasible, possible and desirable is shown by the fact that my suggestion in this report was taken up in the *Journal of Comparative Legislation*, published in London, taken up I believe by the clerk of the court, and they hope that the thing may be developed.

So far I have not prepared any definite plan, but you can get a bird's-eye view and see the vision as I see it, and let it be worked out. I think with the work of Miss Woodard and the *Digest System*, in a few more years we will have what I am trying to see. I see Mrs. Klingelsmith is here. She knows about statutes and laws, and I would like to ask her what she thinks as to the feasibility of it and the practicability of it.

MRS. KLINGELSMITH: I don't know anything about that at all. I would not venture to speak on it. It sounds good, and it seems to me it should be done, but I am no authority on it.

MR. GODARD: I did not ask you as an authority. I asked you what you thought as to the feasibility of it, being the law librarian of the University of Pennsylvania.

MRS. KLINGELSMITH: I think such an index would be very valuable, without question.

THE CHAIRMAN: Is there anything else on the matter of indexing?

MR. GODARD: I wish you would ask if anybody has any thought on it, either as to its ridiculousness or its possibilities.

THE CHAIRMAN: Mr. Godard wants opinions on the skeleton index, whether it is a valuable feature or not. Has any one had experience with it, has any one tried it out? He has an idea it is a very good thing, but it never has been put into practice.

MR. GODARD: It is a system that would be developed out of your legal terminology.

It is the "see also" in your card catalog, only leaving out the "also," so we would get from our own legal terminology to where that subject is treated under the code of the state whose law we wish to know.

MRS. KLINGELSMITH: I think I might add to that, that the indexing of statutes is different and varies very greatly with every volume. First you look up one word, and if you don't find it there, you think of another, and if you don't find it under that, you think of another one, and then if you don't find it there, you just gaze around and take your subject and run it down. That is all you can do. I think Mr. Godard's suggestion is admirable. I think it would be very helpful to my library.

THE CHAIRMAN: How would it do, Mr. Godard, to find some one who would give the thing a trial?

MR. GODARD: The whole point I think is this; most states publish their own revisions or authorize somebody else to publish them, and it is not always the same person who makes the index to the revision of any one state. Each revision usually has its own indexing, and the index to one revision in no way seems, in some cases, to relate even as a second cousin to the index of the revision before it. Now, if you could have, as I say, that skeleton which all men have in common, running through that index which is made by Tom, Dick and Harry, I think we would be a step ahead. If all the revisions could be published, we will say as the *American Digest System* is, where there would be one standard index framed, we would not have the trouble that we now have.

THE CHAIRMAN: I wonder if we could begin at the beginning now. Our speakers are here. Mr. Godard, I believe you are first on that survey of state libraries.

MR. GODARD: May I make one suggestion. In this survey of state libraries, I have thirty-nine replies from forty-eight possible replies. We have had that all tabulated since I have been here, and it will take, I should say, half an hour, and my suggestion would be that you have the other papers and then this paper, which is not connected with the program as a regular paper anyhow, and will bring out some questions. If it meets

with your approval and the approval of the others, I am willing to wait until the end.

THE CHAIRMAN: I have the pleasure of introducing Mr. John R. Rood of Detroit, who will speak on THE PROBLEMS OF A LAW BOOK WRITER.

Mr. Rood's address and subsequent discussion will be printed in the *Law Library Journal*.

The chairman then introduced Olive C. Lathrop, who delivered an address on the HISTORY OF MICHIGAN LAW LIBRARIES. Miss Lathrop's paper will be printed in the *Law Library Journal*.

THE CHAIRMAN: I have a resolution here which has been presented for your consideration which I will read:

Resolved, That the American Association of Law Libraries and the National Association of State Libraries, in joint session assembled, appoint a committee to devise means whereby the attention of publishers of law books will be called to the grievousness in not printing page numbers on each and every page of law books, and to induce said law book publishers to correct in the future such omissions, as well as to use Arabic volume numbers on the title pages of law books.

You have heard the resolution read. What shall we do with it?

It was moved and seconded that the resolution be adopted.

MR. HICKS: I don't understand what this is about. Don't they print the page numbers on all the pages?

MR. METTEE: No. Don't you know that periodicals do not print the page number on the page beginning an article? Take the Maryland reports, for instance,—the reporter thinks it is stylish to omit the page number at the case. In 138 Maryland, you find three cases; one on one side of the page; and on the next page, all of the next case; and on the next page all of that case; and in citing that case to the court you would have to turn over three pages in order to get the page number. The periodicals are just full of it.

MR. HICKS: You mean where there is a title page?

MR. METTEE: Yes.

MR. HICKS: That is nothing new. That is from the beginning of book making.

MR. METTEE: Well, it is an error, and it should be corrected.

THE CHAIRMAN: All those in favor of adopting the resolution indicate it by saying aye, contrary, no. The "ayes" have it. It is so ordered. Anything further on that subject?

MR. METTEE: The chairman has the power to appoint a committee on that.

THE CHAIRMAN: I will take the liberty of leaving the appointment of that committee to the president of the Association of Law Libraries. Mr. Glasier is not here now. I am simply acting in his stead. Not being connected with that association, I will leave the appointment to the incoming president, or we can leave it to the present president; he may be here this week. Shall we begin again with Miss Woodard's talk?

The remainder of the program relating to the round table on indexing legislation was referred to the meeting on Friday afternoon at 2 o'clock.

THE CHAIRMAN: That only leaves the survey of state libraries by Mr. Godard and report of the joint committee. Mr. Godard, will you give us your report?*

MR. SCHENK: Can this report be published in some form?

MR. GODARD: I have this on one of my regular ledger sheets on which the names of the states appear. I have three different widths of that.

MR. DULLARD: That could be printed in narrative form. It would be very expensive to print it in a chart form.

THE CHAIRMAN: Those are state libraries are they?

MR. GODARD: Yes. I want to say one thing about that. We sent the questionnaires directed to the state library in each case, knowing that they were not all the same, but we wanted to know what was considered the state library.

THE CHAIRMAN: Let me answer that question that my brother brings up. You know the state library association has some little money. Why cannot it print that report, aside from the law association, which I understand does not have too much. Couldn't that be done?

MR. DULLARD: Yes. It is a state library matter anyway.

THE CHAIRMAN: Suppose that be referred to the state library association with instructions to print it.

MR. DULLARD: That would be all right.

THE CHAIRMAN: I think we can assure the librarians that the report will be printed. Now, we will hear from Mr. Brown, with a report of the Joint Committee on Closer Affiliations between the two associations.

(This report is not in the possession of the secretary. A summary of the committee's investigation will be found in the address by Demarchus C. Brown, entitled **THE FUTURE OF OUR ASSOCIATION**. See page 402.)

THE CHAIRMAN: You have heard the report of the Committee. What shall be done with it? This is the Joint Committee ordered at the last meeting.

MR. REDSTONE: Mr. Chairman, I move that the report be accepted, and the committee be continued and given further time.

THE CHAIRMAN: And the report placed on file.

MR. HICKS: I would second that motion, but I would ask that the committee be continued not under its present name. This committee was appointed to determine on whether a closer affiliation of these two associations was possible. It has reported on six different possible plans. Now, if it is to continue the consideration of the half dozen plans, rather than the proposition for which it was appointed, then let us change the name of the committee, so that it can proceed formally. I would second the motion if Mr. Redstone would accept the change of name.

MR. SCHENK: Apropos of what Mr. Hicks has said, it seems to me by a process of elimination, it is all boiled down to the question of a closer affiliation between the two associations.

MR. DULLARD: That may be entirely true from the standpoint of the law association, but the vote so far as the law association is concerned turned on the two points mentioned. If you will notice the vote in so far as the state library is concerned, that vote is very much split up, and the state library association had the matter up this afternoon, and they adopted a motion to continue this committee, at least so far as the state libraries are concerned, and they have in mind

*It has not been possible to publish here Mr. Godard's Survey of State Libraries.

a number of proposals, one of which would be the formation of an association that would include all library activities of a state-wide nature. That is one of the things to which there is a strong leaning. I do not say that is what will be done, but there is a strong leaning in that direction in the state library. If we take Mr. Schenk's idea that we are confined to these two proposals, that would entirely exclude this proposition I just mentioned.

MR. METTEE: If the state association acted this afternoon on this measure, it would be quite unfair for this joint meeting to take action at this time.

MR. REDSTONE: I withdraw my motion.

THE CHAIRMAN: What is your further pleasure, ladies and gentlemen? This motion has not been put, that we accept the report and place it on file.

MR. REDSTONE: I move that the report which has been read be placed on file.

The motion is supported, and, when put to a vote, prevailed.

Upon motion, the meeting adjourned.

For continuity the papers relating to the Round Table on Indexing Legislation, presented at the Fourth Session of the American Association of Law Libraries, are inserted at this point.

Round Table on Indexing Legislation —continued

(Friday afternoon, June 30)

The meeting was called to order by Gilson G. Glasier, President of the American Association of Law Libraries, as chairman.

After introductory remarks by the chairman and the passage of certain resolutions, the chairman requested Miss Woodard to take charge of the Round Table on Indexing Legislation continued from the previous meeting.

An address was presented on

THE NEW YORK INDEX TO LEGISLATION

By JOHN T. FITZPATRICK, *Law Librarian,
New York State Library, Albany*

The publication of indexing and summarizing the general legislation passed by the legislatures of the various states of the United

States was undertaken by the New York State Library in 1890. Its object was to allow legislators and state officers and others interested in the formulation of legislation in New York State to see at a glance what of special value was available in the annual session laws of other states in the New York State Library without the labor of going there to consult a manuscript index which was kept in the library. It was believed that it would not only save time but would materially contribute to the advancement of standards of legislation by allowing the promoters and opponents of proposed laws to utilize the experience of other states, having the same or similar acts.

All entries were arranged under a specially prepared list of subject headings and sub-headings, but to each entry was given a number in the order in which it appears in the index. New legislation only was included; and when this was in the form of amendments only the amendatory material was cited. Private, local, special and temporary acts were omitted. The work was continued until and including 1908, the title having been condensed to *Index of Legislation* in 1905.

During these years the original cards had been placed in a single file and consolidated. This gave rise to the necessity for a numerical classification which was formulated by Dr. Robert A. Whitten who had taken charge of the work in 1898.

This classification was used beginning with the *Index of Legislation* for 1903.

With the legislation were included also constitutional amendments, those adopted, pending and rejected during the current year being given. In the course of time new city charters were listed, features of interest such as initiative and referendum and recall, commission form and city manager being brought out. But at no time were the laws of the United States Congress included.

The work which was intended at first for the use of those interested in New York legislation rapidly came to the attention of persons similarly interested in other states and it became a nation wide service. The feeling existed in New York state that the work was being done by one state which should be undertaken pro-rata by all of the states of

the union. Several proposals were made to this end, but never came to a head.

The fire which destroyed the State Library in 1911 destroyed the manuscript copy for the *Indexes* for the years 1909 and 1910 which were quite ready for the printer. With this manuscript copy was also destroyed the cumulative card index down to and including 1908, which included references to about 60,000 separate enactments; with these were also destroyed the printed classifications as revised by manuscript notes, the standing headings, cross references and other frame work of the annual index which were used from year to year. It was considered better to issue the *Index* for the current year, 1911, and to restore the *Indexes* for 1909 and 1910 later. Accordingly the *Index* for 1911 was completed and later that for 1912. Funds for printing however were not available, and copy for the years 1909 and 1910 was in the meantime prepared. Funds for printing were consistently refused and much to the regret of a large circle of users throughout the United States, no further attempt to continue the work has been made.

The consolidated index for the years 1890-1908 has in the meantime been restored by the clipping and pasting on cards of the entries in the printed annual indexes.

The *Digest of Governors' Messages* was first issued in 1902 and was continued annually through 1908. This included excerpts from and digest of all of the regular messages and all special messages of the governors of the various states and territories and of the President of the United States definitely recommending legislation. General remarks, recitals of facts not joined with the recommendations, statements bearing on the condition and progress of the jurisdiction are omitted. The classification of the digest was the same as that of the *Index of Legislation*. The *Index* was definitely abandoned with the 1908 number.

The *Review of Legislation* was started in 1901 and was issued annually until 1908, when the *Review of Legislation* for the years 1907 and 1908 were combined. This consisted of a series of articles by experts in certain well defined subjects, reviewing the legislation throughout the United States along certain

lines showing the trend of legislation. The last issue was that for 1907 and 1908. It was classified like the *Index to Legislation*.

At this time none of the publications discussed herein are being continued by the New York State Library even in manuscript form.

The chairman then introduced Frederick C. Hicks, who discussed

WORK OF THE LEGISLATIVE BUREAU IN ANALYZING LEGISLATION

By FREDERICK C. HICKS, *Law Librarian, Columbia University, New York*

My contribution to this discussion will be very brief, because I merely have to explain that the Legislative Drafting Research Fund of Columbia University has done no regular indexing of legislation. I will explain just what they have done. They have summarized and digested the legislation from the session laws for some years past for a particular purpose. That digest was for the purpose of getting out a summary and not for the purpose of preparing an index to be made available. Their first indexing of any consequence was done in the preparation of the *Indexed digest of the state constitutions*, which was prepared for the New York State Constitutional Convention and published by that convention. The indexing that was done by the Research Fund, and which resulted in the report on noteworthy changes in American statute law which appeared in the American Bar Association proceedings, was an incidental matter. It happened that Prof. T. I. Parkinson, who was director of this Legislative Drafting Research Fund was also chairman of the Committee of the American Bar Association on current legislation, and he turned over the staff of the Legislative Drafting Fund to prepare this report. Such reports were prepared by this Legislative Drafting Bureau from 1915 to 1920, and all of their reports have been published in the American Bar Association proceedings, and also as separates. The report for 1921 has not been published in that way and will not be published. Mr. Parkinson got into other activities which made it

impossible for him to continue that work, and so the report for 1921 was prepared under the direction of Mr. Chamberlin, Mr. Parkinson having retired from the chairmanship of the Bar Association Committee, and the 1921 report is now appearing in fragments in the *American Bar Association Journal* under the head of Current Legislation. The Legislative Drafting Fund will prepare no further reports. The Bar Association Committee has for its chairman Mr. Ballard, I think, and I do not know whether that committee will prepare a report or whether they will give it up. The *Bar Association Journal* will continue to publish from time to time notes on current legislation, but these will be prepared by Mr. Chamberlin and Mr. Parkinson as individuals.

You might be interested to know how those summaries of noteworthy changes in statute law were prepared. As soon as any considerable number of statute law volumes for a given year were out, the staff of the Legislative Drafting Bureau, and others who were brought in for the occasion, would set to work reading the statutes, session laws, page by page, and each item for each subject was put upon a separate half sheet of paper, with a citation of the session law at the top. That process went on through all of the volumes. Then those half sheets were sorted out by subjects, so that everything on real property or workmen's compensation or on insurance was brought together. Then each group was handed to one assistant whose duty it was to go over all of that digest and compare it again with the statutes and follow the material back into the previous session laws, so that we might really know what the new legislation meant. Ordinarily, as you all know, if there is an amendment, you don't know the significance of the new act unless you know what the previous legislation was.

Well, that was done for the important subjects. Then that same person was given the task of writing it up in narrative form, a considerable task, and after some experience it was found it could be done this way. You classify your half sheets for your subject in some sort of logical order. You study it through as carefully as you can and find out a thread that will hold the subject together,

and then with a stenographer you can begin to dictate and you can do it very fast; otherwise the presentation is a very dry and dead one, almost unreadable. That is done, and it is typewritten and revised for each important subject, and then each of these write-ups is turned into the hands of either Prof. Parkinson or Mr. Chamberlin, and they select from these write-ups the subjects which are to appear at length in the finished notes. Then the whole thing has to be edited and boiled down, and sometimes things that seem the most important have to be thrown out because of lack of space, and finally it is gotten into the reprint.

These sheets of paper on which the topics have been digested, were kept for some time, but there was no idea of a permanent file, and most of the material that was prepared in that way, that is, the original sheets, have been destroyed. A few subjects have been retained, such as the workmen's compensation law, and it is an enormous file. Some of this material has been used for other purposes than the preparation of this report.

For instance, we have at Columbia University the Bergh foundation for the publication of studies on new name legislation. Each year material in relation to name legislation has been set aside and written up in this same way and published from time to time as bulletins of the Bergh foundation. I might say that perhaps all of this material might have been retained so that it could be used, if there had appeared to be any possibility of its being published, but without that likelihood, it would become a burden on the department to keep it.

MISS WOODARD: Is there any possibility that we might take up the idea with them of preparing an index to all statute law.

MR. HICKS: I think if the means of publishing such an index regularly and consistently year after year were forthcoming, that the Legislative Drafting Bureau might be prevailed upon to make such an index regularly. Of course, it falls into their daily needs, but they cannot afford to publish the thing themselves.

MR. GODARD: I would like to ask if any effort has been made by any one connected with the University to secure the aid of some

one able to afford it, for the purpose of publishing this? Such a person might be glad to see such a thing through and have it as his little monument from year to year. Have you ever made such an attempt?

MR. HICKS: I don't think so.

MR. GODARD: Has that ever been suggested?

MR. HICKS: I suggested the desirability of such an index.

MR. GODARD: Has anybody been definitely approached?

MR. HICKS: No. This bureau is anxious to have statute law studied and have statute law used and would be glad to co-operate with any group of people who have similar interests, and would be glad to take up any proposition which is practical and will do any amount of work if that work can be made available and given a permanent place. I am sure of that.

MISS WOODARD: Mr. Meyer has not come into the room yet, and I will say briefly what he told me with regard to the work of the Library of Congress. They have a card catalog of all statute laws of all the states from 1915 through 1920, and are working as rapidly as they can on 1921, but funds for the purpose have been withdrawn, and the work proceeds just as they have an opportunity to carry it on. I asked Mr. Meyer if a person could write to them for citations on any particular subject, and he said he would be willing to supply those citations if the citations were typewritten and in form to send out, but they could not stop to copy what was on the cards, and put it in form and send them out. They have no appropriation and no staff for doing that work. While they have an index, it is apparently not available to anyone. They are willing to have anything used that is already prepared and ready to send out. I asked him if there was any possibility of that index being printed, and he said not without a special appropriation by Congress, because there was no fund under their control which would allow them to print the index. Of course, that would include a vast amount of editorial work to put it in shape.

NEED FOR AN INDEX TO STATUTE LAW.

GERTRUDE ELSTNER WOODARD, *Law Librarian*
University of Michigan, Ann Arbor

The necessity for an adequate index to the statute law of all the states daily confronts those whose research leads them into the field of legislation. For this reason it has been thought well to present to these associations whose members have a common interest in the subject, a brief survey of what has been accomplished, and it is hoped that there may be derived from the discussions following the papers to be read some suggestions as to how to accomplish the work which remains to be done.

The pioneer work was done by Frederic Jessup Stimson who published his *American Statute Law* in two volumes, indexing legislation of general interest from the beginning to 1892.

In 1890, the New York State Library began the publication of the *Index to Legislation* (1890-1908), later followed by the *Annual Review of Legislation* (1901-1908), and the *Digest of Governors' Messages* (1902-1908). This *Index* appeared annually until 1908. Manuscript copy for the years 1909 and 1910 was destroyed by the fire of 1911 and although the index was reproduced and continued through 1912 in manuscript form, lack of funds for its publication resulted in the discontinuance of the printed index, to the great regret of all who had used it as one of their most indispensable tools. At present, states Mr. Fitzpatrick, "None of these publications are being continued by the New York State Library even in manuscript form."*

The Legislative Drafting Bureau of Columbia University, in the course of its research work, accumulated much valuable material which was made available in the form of an annual summary of legislation, appearing in the *Proceedings of the American Bar Association* under the title *Noteworthy Changes in Statute Law* (1915-1920). This summary has

*Review of the *Summary and Index of Legislation*, the *Digest of Governors' Messages* and the *Annual Review of Legislation*, issued by the New York State Library, by John T. Fitzpatrick, Law Librarian. Paper read before the joint meeting of the American Association of Law Libraries and National Association of State Libraries, June 28, 1922.

also been abandoned.* It should be noted here that the president of each State Bar Association in his annual address customarily discusses the legislation enacted for the year then just past, and the hiatus from 1909 to 1914 is partially covered by portions of such addresses before the American Bar Association and State Bar Associations for those years.

In the report of the Librarian of Congress for 1921 (p. 98) it is stated that "The *State Law Index*, which covers only permanent general laws, commences with the year 1917, and is now substantially complete for 1920; the 1921 session laws are in many cases not yet available. An index similar to the *State Law Index* has also been prepared for the 1917-1920 session laws of Canada, Commonwealth of Australia and its provinces and New Zealand." There is no intimation that these indexes will ever be printed and it is understood by the writer that there are no funds wherewith to make the indexes available for general use.

The *American Year Book* published annually from 1910 to 1919 and since discontinued, contained under the appropriate subjects citations to laws enacted during the respective years. The *World Almanac* also contains similar references.

Legislative reference bureaus are constantly contributing studies on various subjects for legislation, as for example the *Bulletins* issued for the use of the Illinois and Massachusetts Constitutional Conventions. Wisconsin, Michigan, Rhode Island Bureaus and those of other states have issued many excellent digests in the form of legislative bulletins, but there seems to be no cumulated list of such publications.

In the weekly issues and annual cumulations of *Public Affairs Information Service* are to be found references to current legislation and related bibliographical data of much value. This service has also issued partial indexes to the legislation of the years 1917, 1920 and

1921, which were prepared co-operatively by the several legislative reference bureaus.

Such publications as the *American Labor Legislation Review*, National Tax Association *Bulletins* and *Proceedings*, American Bankers' Association *Proceedings* and *Journal*, *Proceedings* of the Uniform State Law Commissioners, etc., are aids not only to the finding of the actual laws, but frequently contain much comment both critical and constructive.

Various departments of the United States government annually reprint the laws of all the states on certain subjects, as for example the labor laws, with well worked out and uniform indexes to the various topics connected with labor problems. The workmen's compensation laws, mining laws, public health laws and the like have been similarly reprinted.

Commercial associations are issuing compilations of corporation laws, insurance laws, income tax laws, etc., and the American Bankers' Association has a committee at work on a compilation of all the banking laws of the several states.

Leading law periodicals are introducing as permanent departments, "Notes on legislation of current interest." The *American Political Science Review*, particularly has made large contributions through its "Legislative Notes."

For a few years, the National Legislative Reference Service was available through the endeavors of a joint committee of the American Association of Law Libraries and the National Association of State Libraries, co-operating with the Law Reporting Company of New York City. Much material was issued in the form of cards and check lists and one volume appeared covering the year 1915. The large expense involved in this most comprehensive undertaking made its continuance for the present at least, impracticable.

The *Loose Leaf Index to Legislation* begun in the Bureau of Government of the United States Department of Justice, that organization, was undertaken to make available the lists of citations to laws on the many subjects about which inquiry had been made of the Bureau. Printed in two forms, loose-leaf and cards, the citations may be filed alphabetically as a subject index and capable of indefinite expansion and revision. Manu-

*In an address before the joint meeting of the American Association of Law Libraries and National Association of State Libraries, Mr. Frederick C. Hicks, Law Librarian of Columbia University, gave an account of the methods of the Bureau in preparing the annual summaries and stated that the work ceased with the issue of 1920. The legislation of 1921 will be reviewed in the form of Notes in the department of "Current Legislation" of the American Bar Association *Journal*.

script citations have been prepared from 1915 to 1921 and the sheets and cards are in process of printing. Announcements of the subjects as issued in printed form are made through *Public Affairs Information Service* and manuscript citations are available to subscribers to the *Loose Leaf Index*.

From this glance over the field, it is quite apparent that while much has been accomplished, much more remains to be done. It is also undoubtedly true that much has been done of which little is known for the reason that it is only locally available, as for example the most painstaking and elaborate card catalog compiled under the supervision of Dean John Condon of the Law School of the University of Washington. This catalog made up of thousands of references to the laws of the states of the Northwest is unique and is used constantly by investigators in that section of the country to whom it is freely accessible. It is hoped that omissions made by the writer will be freely supplied by all who have knowledge of them so that eventually some complete statement may be made of aids to legislative research.

MR. SMALL: About how many cards are available now?

MISS WOODARD: There are over 200 cards as near as I can remember.

MR. SCHENK: 274.

MISS WOODARD: 274, yes, and about half that many sheets.

MR. SCHENK: This question was asked me by a student who used some of your cards. He said "How am I going to know whether Miss Woodard has looked at the revisions that were issued, let us say, in 1921?" Now, let us take Massachusetts,—the Massachusetts general laws that are published as of January 1, 1921, contain some legislation that was not in the revision, plus the action of Massachusetts to that date. If I am asked this question, how am I to know whether Miss Woodard covered the 1920 revision of Massachusetts, which might contain additional legislation?

MISS WOODARD: I do not touch the revisions, I do not touch the compilations; I am trying to get the original sources.

THE CHAIRMAN: The subject of indexing legislation is always a very interesting

and a very vital one to all librarians. I am sure we are all grateful to Miss Woodard for her valuable assistance in this subject.

MR. SCHENK: In order to bring this matter to a focus, I should like to submit this to a vote: Resolved that the Association appoint a committee of three to take charge of this matter for the Association and make a report next year. This is simply a test to see what the consensus of opinion of the meeting is.

THE CHAIRMAN: Is there a second to that motion?

The motion was seconded.

THE CHAIRMAN: It is moved and seconded that a committee be appointed to continue—

MR. SCHENK: To continue the study of the question of indexing legislation.

THE CHAIRMAN: To put it in some definite, usable form, if possible.

MR. SCHENK: Yes. Study and preparation in a usable form of an index of legislation, something on that line. I will submit a statement later.

THE CHAIRMAN: You have heard the motion, is there any discussion? If not, all those in favor signify by saying "aye," opposed "no." The motion is carried. That completes that part of the program which was carried over from the joint meeting of the two associations.

Third Session

(Thursday evening, June 29)

Reception and dinner in honor of Mrs. Mary C. Spencer, state librarian of Michigan. Dinner was served at the Hotel Tuller. William E. Henry, formerly state librarian of Indiana, acted as toastmaster and introduced as the first speaker, Frederick C. Hicks, representing the American Association of Law Libraries. Mr. Hicks extended the greetings of that association to Mrs. Spencer. C. W. Andrews of the John Crerar Library, on behalf of the American Library Association, brought a message from that association, and Jessie C. Chase, representing the Michigan Library Association, offered congratulations from Mrs. Spencer's own state.

Mrs. Spencer in response extended her heartfelt thanks for the courtesy extended

to her and mentioned briefly the first session of the association in Washington in 1898.

Irving R. Bundy was also present as a representative of the League of Library Commissions. George S. Godard of Connecticut, Johnson Brigham of Iowa and C. B. Galbreath, formerly state librarian of Ohio, gave interesting descriptions of the early beginnings of the association, and a message of regret was received from Adam Strohm, librarian of the Detroit Public Library.

Fourth Session

(Friday morning, June 30)

Following the second legislative reference group meeting (see page 424), the president called a brief business session.

Upon motion duly seconded the secretary was instructed to forward the following resolution to the Hon. J. M. Riggs, state librarian of Alabama since 1875:

Whereas, The National Association of State Libraries in conference assembled at Detroit, Michigan, have been informed that the Hon. Junius M. Riggs, state librarian of Alabama, has held that office since 1875; and

Whereas, Such a long term of faithful service should be given due recognition; therefore, be it

Resolved, That the National Association of State Libraries herewith extends its heartfelt congratulations to the Hon. Junius M. Riggs for the many years of service to the state of Alabama; and be it further

Resolved, That a copy of this resolution be forwarded to Hon. Junius M. Riggs and that the resolution be placed upon the records of the association.

Mrs. Spencer of Michigan volunteered to compile the proceedings of the first ten conferences and requested assistance in preparing the material.

Upon motion of Mr. Godard, the following resolution was adopted thanking the Hon. George H. Carter, public printer, and the Hon. Alton P. Tisdell, superintendent of documents, for their courtesy in extending the daily distribution of United States government documents to depository libraries:

Resolved, That we, the members of the National Association of State Libraries, in annual conference assembled at Detroit, Michigan, June 30, 1922, express to George H. Carter, public printer, Washington, D. C., and to Alton P. Tisdell, superintendent of documents, Washington, D. C., our apprecia-

tion and thanks for making possible and inaugurating a daily distribution of United States government publications to all depository libraries, thus enabling these libraries to serve the public almost immediately after their mention in the public press—and sometimes before.

Thanks of the Association were also extended to the University of Michigan for courtesies on Thursday, June 29, to the Hotel Tuller and the J. L. Hudson Co. for special favors.

The following resolution was adopted requesting the American Library Association to hold general sessions in the evening and to so arrange the program that conflicts should not occur with the Public Documents Round Table:

Whereas, There are now many conflicts in the combined A. L. A. official program as now arranged which result in confusion, disappointment and loss of time; therefore, be it

Resolved, That we, the members of the National Association of State Libraries, one of the organizations affiliated with the American Library Association, in annual conference assembled at Detroit, Michigan, June 30, 1922, respectfully request the Executive Board of the American Library Association to arrange, if possible, to hold general sessions in the evening, thereby leaving free the forenoons and afternoons for meetings of the sections of the American Library Association and of affiliated organizations; and be it further

Resolved, That the schedule of meetings should be so planned as to avoid conflict between the Public Documents Round Table and the meetings of the National Association of State Libraries, and that, as far as consistent, the rooms assigned for the various sections and affiliated organizations shall remain unchanged for the period of the conference.

The secretary-treasurer presented his report as treasurer in brief as follows:

Receipts

Balance at beginning of year....	\$508.65
Received from dues.....	184.00
Received from former secretary..	129.20

Total\$821.85

Expenditures

Freight charges.....	\$ 6.69
Publications	119.94
Multigraphing	4.00
Stamps and stationery.....	32.50
Stenography	6.50
Sundry expenses.....	2.58

Total\$172.21

Balance\$649.64

The following officers were duly nominated and elected: President, Mrs. Jessie Palmer Weber; 1st vice-president, Mrs. Virginia G. Moody; 2nd vice-president, Herbert S. Hirshberg; secretary-treasurer, Herbert O. Brigham; retiring president, J. M. Hitt.

The Committee on Closer Affiliation with the American Association of Law Libraries reported that a survey and consultation with the members showed different views and the committee were unable to come to a definite decision and asked that their committee be continued for further study and investigation. It was so voted.

The facilities provided at the conference were discussed and a resolution was passed requesting the secretary to provide suitable headquarters rooms at the next conference.

Mrs. Marshall of Mississippi and Mrs. Magee of Louisiana made brief addresses and urged that the next conference be held at New Orleans.

A second roll call was held during the conference which assisted in extending the acquaintance of the members with each other.

The incoming president, Mrs. Jessie Palmer Weber, was duly installed and made an address of acceptance.

Mrs. Moody of South Carolina also was called upon for brief remarks.

Conference adjourned sine die.

Legislative Reference Round Table First Conference

(Wednesday morning, June 28)

Clarence B. Lester of Wisconsin presided and presented to the members a summary on legislative reference work in the United States.

LEGISLATIVE REFERENCE WORK IN THE VARIOUS STATES: SUMMARY OF REPLIES TO QUESTIONNAIRE RELATING TO APPROPRIATIONS AND BILL DRAFTING.

Compiled by Wisconsin Legislative Reference Library, Madison, 1922.

Note: The digest appended indicates the name of the state, the provisions made for legislative reference, the amount of appropriation, number of bills drafted by legisla-

tive reference department and provisions made for bill drafting other than in connection with the legislative reference bureau.

Alabama. Function performed by department of archives and history. Carries no special appropriation. Drafts many bills.

Arizona. In state law and legislative reference library. Income derived from fees from supreme court amounting to about \$5,000 annually. Salaries are provided for by direct appropriation. Drafts at least 40 per cent of bills.

Arkansas. The Arkansas History Commission maintains a legislative reference library; \$5,000 for current expenses. No further information.

California. Legislative reference and law department in state library. Expended in 1921 \$10,118.20. Bill drafting done by legislative counsel bureau, an independent department.

Connecticut. Legislative reference department in state library. Separate biennial appropriation of \$10,000. All bills go through hands of clerk of bills.

Georgia. Work performed in state library. Annual appropriation of \$1,800 for legislative reference work.

Illinois. Legislative reference work conducted by separate bureau. Appropriation for year 1922-23, \$45,882. Drafts more than three-quarters of bills.

Indiana. Legislative reference work conducted by separate bureau. Appropriation of \$12,000 annually. Drafts about four-fifths of bills introduced and practically all the bills are handled by the department at some time during their progress.

Iowa. Work done in state library. Special appropriation of \$5,000. Few bills are drafted, no provision being made.

Kansas. Legislative reference library in state library. Annual appropriation \$6,250. No information regarding drafting.

Maine. Work performed by state library. No separate appropriation. Expenses from library funds. Does not draft bills. Provision in law that assistant attorney general shall aid in drafting bills.

Maryland. Separate bureau maintained by city of Baltimore. Bureau also performs services for state. Appropriation for 1921: by state, \$3,275, by city, \$6,400; for 1922:

by state, \$7,100, by city, \$6,500. Out of a total of 1,061 bills, 479 bills were drafted by bureau.

Massachusetts. State library is primarily a legislative reference bureau. State library appropriation in 1921, \$44,170. About 25 per cent of bills drafted by legislative reference department, but all bills pass through the hands of the counsel to the standing committees of the senate and house on "Bills in the Third Reading".

Michigan. Department abolished at the session of 1921.

Minnesota. No legislative reference department. Attorney general's office assists in drafting bills.

Missouri. Legislative reference library maintained by the secretary of the Missouri Library Commission. No appropriation by legislature.

Montana. Legislative reference bureau made a part of the law library at 1921 session. No appropriation. No provision for legislative drafting.

Nebraska. Legislative reference bureau under the direction of the University of Nebraska. Appropriation of \$8,250 from University funds. Sixty per cent of bills introduced are drafted by bureau.

New Hampshire. Work done by state library. Carries no separate appropriation.

New Jersey. Legislative reference department a part of state library. No separate appropriation, except a small sum for postage and incidentals. No provision for drafting. A bill drafting bureau was created in 1914, but law has been repealed and work is now performed in attorney general's office.

New York. Legislative reference section a part of state library. No separate appropriation. About \$10,000 annually is expended on salaries for this section. No provision for drafting. A bill drafting commission has an annual appropriation of above \$40,000 and drafts about 90 per cent of bills introduced.

North Carolina. Legislative reference library a separate department. Has \$7,000 annual appropriation. Drafts about 50 per cent of bills.

Ohio. In 1921 the legislative reference department was made a division of the state library. No separate appropriation since re-

organization in 1921. The 1920-21 budget was \$7,365. Extra draftsmen in legislative years. Drafts over 50 per cent of bills.

Oregon. Work done by supreme court library and state library. No appropriation. A small proportion of bills drafted, but most of drafting is done in attorney general's office.

Pennsylvania. Independent bureau. Salaries of regular employees, \$33,660 per year. Additional employees for session, also other sundry expenditures. Drafts about 80 per cent of bills.

Rhode Island. A bureau in state library. Annual appropriation, \$5,350. Drafts a large number of bills and practically nine-tenths of bills are handled by the bureau at some time during their progress.

South Dakota. Legislative reference department a part of the department of history. No separate appropriation, except that during the session extra assistants and supplies are provided by the legislature. Drafts about one-third of bills introduced. Attorney general drafts technical bills.

Texas. Legislative reference division a part of the state library. No separate appropriation, except \$2,150 for salaries. Bill drafting is authorized by law, but owing to lack of funds library does no bill drafting. Attorney general voluntarily does a great deal of bill drafting.

Vermont. Legislative reference bureau a part of state library. Special appropriation of \$2,000 for salaries, and in addition \$950 from general state library appropriation. Draftsmen and extra assistants during the session paid from legislative funds. Drafts all bills.

Virginia. A separate department. Appropriation for year ending Feb., 1923, \$8,851; for year ending Feb., 1924, \$9,451. Drafts about three-fourths of bills introduced. The chief function of the bureau is bill drafting.

Washington. No such department officially. Work done by the state library and the law library. The legislature employs a staff of attorneys for bill drafting.

Wisconsin. A separate department with an annual appropriation of \$31,000. Drafts about 98 per cent of bills.

Wyoming. Work done in state library. No separate appropriation. Allowance to

lawyers for bill drafting during session, \$1,200. Drafts about 10 per cent of bills.

Note:—All libraries reported no charge for bill drafting service.

Mr. Lester then introduced Mr. Dullard of New Jersey who discussed the subject RECORDING THE PROGRESS OF LEGISLATION. In general discussion Mr. Dullard volunteered to furnish bills on subjects desired by other legislative reference departments.

RECORDING THE PROGRESS OF LEGISLATION

BY JOHN P. DULLARD, *New Jersey State Library, Trenton*

The New Jersey State Library, in its legislative reference department, during legislative sessions, keeps in detail a record of the progress of legislation in New Jersey and is able at any time to give information as to the status of a bill and also to furnish copies of a measure, together with the text of any amendments or changes made after the bill's introduction.

At the end of the session a descriptive list of all legislation is prepared, in pamphlet form, and is ready for distribution within three or four days after the Governor has acted on the last bill in his hands.

The manner in which this work is done and the facilities available in accomplishing the results attained are as follows:

1. All legislative bills are printed immediately after introduction. All committee substitutes are also printed and likewise important or lengthy amendments. A given number of copies of all these (under a legislative concurrent resolution) are delivered to the State Library by the state printer as soon as printed, which is generally within from one to three or four days.

Brief or unimportant amendments to bills are not, as a rule, separately printed, but when not printed as separates, the text of such amendments is to be found in the weekly advance parts of the Senate and House journals.

2. A brief synopsis of each bill introduced is prepared from a study of the manuscript copy before the bill itself goes to the printer to be printed, and these synopses are printed on gummed slips for general distribution.

This work is done by "flimsy" men who make a business of furnishing to the newspapers, corporations, etc., a brief resumé of each legislative day's session, including the synopses of bills. These synopses are regarded as semi-official and the "flimsy" men receive a small compensation from the Legislature in addition to what they realize from the sale of their service. The State Library is one of the subscribers to this service.

The making of a synopsis of each bill is greatly facilitated by the fact that the rules of the Assembly require that the introducer must attach to each bill a statement of its purpose. This statement is printed at the end of the bill. While the Senate has no such rule, most of the Senators conform to this House practice, and where they do, statements of their purpose are printed at the end of Senate bills.

3. In addition to the flimsy service already described, the Senate secretary and the House clerk each prepares at the end of each day's session a daily memorandum showing, by bill numbers, the various steps of progress of each bill for that day only. These memoranda are printed and distributed daily. The State Library is furnished with advance typewritten copies.

4. The State Library's record of the status of bills is kept in loose leaf books (one for the Senate and one for the Assembly) on specially ruled sheets. A dating stamp is used for checking up in the various columns. In addition, where a bill has been reported by committee substitute or has been amended, the letters "C.S." or "A" are placed before the date. Other letters are used to indicate other actions. Four lines are allowed for each bill, so that when a bill has been vetoed or recommitted or put back for amendment this fact may be noted and the next lower line used for subsequent actions.

This record is made up daily, and to avoid errors the "flimsy" and daily memoranda are both used as a basis for checking. In addition, these daily entries are checked up weekly with the weekly advance parts of the *Senate and House Journal*, and in those cases where the text of the amendment appears only in the *Journals*, the page of the *Journal*

where the same appears is written underneath the letter "A" previously entered to indicate the bill having been amended.

In passing I might say this record of the status of legislation is consulted extensively, particularly by representatives of the different state departments. This is more or less necessary as the official records of the Senate and Assembly are available only when the legislature is in actual session—about two days a week.

5. Supplementing this record of the status of bills we card index under subject headings all important transactions of both houses, making up this record daily from newspapers and other available sources and checking up each week with the advance parts of the *Journals*. This is necessary because no indexes to the *Journals* are printed until after final adjournment of the legislature.

6. Manila cards for the keeping of the record of the status of bills in those cases where there is interest in only a few bills follow the lines of our more complete loose leaf records. These cards are distributed with our compliments and are in much demand and greatly appreciated.

7. Our *Descriptive list* is made up from a de novo study of bills, including amendments inserted. With the aid of a typist to take down dictation on a machine and another assistant to get copies of bills, laws, etc., as they may be called for, this work is finished during the five days after final adjournment that our Governor has to act on bills left in his hands. Thus when the Governor is through, we are through. The printing of the pamphlet is done as a part of the legislative printing contract and is given the right of way so that in from two to four days we have the pamphlets ready for distribution. Three thousand copies are printed and we have a mailing list of approximately two thousand.

8. As a part of this talk, it might be said that copies of legislative bills are freely distributed by the Senate and House bill clerks to those asking for copies of particular bills. Under the provisions of Chapter 29, Laws 1914, individuals and corporations upon the payment of ten dollars to the Secretary of State may be placed upon a mailing list to re-

ceive a copy of every bill, committee substitute, synopsis of bills, daily memorandum and weekly advance parts of the *Senate* and *House Journal* as printed.

As stated before, the State Library has a given number of copies for exchange and free distribution.

9. Finally, I might add that the New Jersey State Chamber of Commerce gets out a weekly cumulative index to state legislation, which it prints primarily for its own members, but which it will furnish to subscribers. This publication is very valuable in its way, but it comes out only once a week and, of course, does not serve the purpose of those who want their information from day to day or in the detail which our records provide.

10. Aside from the subject in hand, you may be interested to know that we make it a special point to send to the Public Affairs Information Service and to the Documents Division, Library of Congress, copies of all bills, etc., including special reports made by legislative committees so that the same may be listed in the *P. A. I. S. Bulletin and Monthly List of State Publications* for the general information of all concerned.

N. B. The New Jersey State Library will be glad to send sample copies of the publications and forms mentioned in the above paper to those who may ask for the same.

Mr. Brigham of Rhode Island, Mr. Edge of Ohio and Miss Hochstein of Wisconsin, noted the practice of printing bills in their respective states. Mr. Bundy discussed the printing methods in Missouri and Miss Boswell described the card file for bills in Indiana.

An address was delivered on

STUDENT RESEARCH WORK

BY GRACE M. SHERWOOD, *Legislative Reference Director, Rhode Island State Library, Providence*

The Legislative Reference Bureau of the Rhode Island State Library was created by enactment of the General Assembly in 1907, and, in 1908, the following announcement appeared in the catalog of Brown University:

Political Science, 20, 21, 22. Investigation of special topics. Intended to train the stu-

dent in methods of gathering, handling, and presenting data in the study of social and political problems. In connection with this course, work in comparative legislation may be taken under the direction of the Legislative Reference Bureau of the State Library. Professors Wilson, Dealey and Kirk. 3 hours. 6 hours of attendance. Through the year. Elective for graduates and for approved juniors and seniors.

Thus, early in the history of this bureau, official relation between the university and the department was established, and, with the exception of the period of the Great War, which disorganized all courses, it has continued to the present time with only a few changes, namely, a two semester course in place of three terms; the exclusion of juniors, limiting enrolment to graduates and approved seniors; an increase in the number of hours from 86 to 100 a semester, in order that the student may have ample time to devote to attendance at public committee hearings and legislative sessions of the General Assembly, without infringing upon the hours needed for the completion of his assigned topics.

Full college credit and the customary academic marking are accorded this elective course and it takes its place with other sciences in which field or laboratory work is required.

Enrolment takes place in the spring and from this quota the professors choose the candidates. Fourteen years ago, we began training two or three students a year. The number steadily increased until we reached a maximum of twelve each year. Then, as the work of the bureau itself grew, we found it increasingly difficult to find the time to train students, check back and approve their output, nor was there need of so many, so, that, of late years, particularly since the war, we have been content with three or four.

It may seem that a certain type of student would be most apt to choose field work of this sort, particularly those who intend to make law their profession. In a measure this is true, but there are just as many exceptions and it is never possible to determine beforehand which student will make the

most successful investigator from our point of view.

We have the graduate, seriously determined upon completing work for his master's degree, who makes his topic a thesis, delving into the history of his subject, attacking it from all angles until the finished result becomes a monograph, exhaustive and exhausting. We have the professor, on leave of absence, dove-tailing this research with a larger field. We have the senior, who is about to enter law school the following year, and hopes to get a working knowledge of the tools of the trade. We have the undergraduate with a mind torn between athletics, fraternities, college spirit, girls, more girls; the one who makes us his big sister adviser in matters of law and laundries and Louisas, and the one, who one moment torments us with his inability to grasp even the rudiments of training and the next astounds us with an ultra modern skeleton framework, which cuts the labor in half. Verily, we do believe, a student investigator has to be born with the legal mind, or the instinct for research. If it is there, we can help develop it. If it is not there, it is a waste of time for all concerned.

The laboratory methods are simple. We enroll our students, require them to assure us of reporting upon one definite day each week, count the absence as a cut if they fail to appear and keep a record of the number of hours they total each semester. We assign the subjects, instruct them in the simplest methods of research, in the use of statutes and supplementary laws, in the digesting of law, with attention to reports of commissions, briefs upon the constitutionality of the subject, periodical surveys, monographs and the studies made by other bureaus. In some instances, we authorize the drafting of a model act, with arguments for specific sections after a comprehensive study of all similar acts in force in other states.

In the advance work, which does not come until the General Assembly and the second semester are well along, we let them try simple bill drafting. We check back their work, watch over them, correct, instruct, supervise and arrange their results in typed form. A report of their work, together with

copies of the manuscripts and suggestions for their marks, is filed with the political science department at the university.

The subject assigned may be in the nature of a thesis when completed. It then becomes a history of the trend of legislation as well as the actual law upon a given subject and spreads itself over the entire two semester period. The contribution is valuable as a permanent addition to known data, but the contributor is not so valuable to us as a working factor in our rush periods.

We find that the undergraduate prefers short-time topics, after his first big piece of work is out of the way, so that there will be sufficient variety to stimulate his interest and co-ordinate his efforts with the actual subjects pending before a legislature. This very restlessness becomes an asset to us when we are working under pressure of time. The long-time subject man wishes to stick to his thesis. He has reached the stage where he does not like to be told to do this or that, and under pressure it becomes necessary to issue orders that are veiled commands.

The thesis man may have the greater technical ability but he lacks the flexibility. The short-time subject man has the flexibility of temperament to meet the demand that necessitates leaving one thing to finish something more driving, but he does not always have the accuracy.

And there is the problem! Is the work of a student investigator of sufficient accuracy to stand the test, without a check-back, on the part of some legitimate member of the bureau staff, that amounts in actual time and expenditure of energy to a greater number of hours than would have been necessary if the bureau member had done the original research? Can we expect students to learn in one semester the intricacies of compiling law digests which have baffled even Philadelphia lawyers? Do we expect too much of them? Aren't we apt to be a little too impatient, to forget that it has taken us years to reach the point where we are able to say to the inquirer, "This is the final word upon this subject." Even now, in checking ourselves back, there is apt to be a percentage of error, a slip in citation, a line clipped and misinterpretation. We know that there must be

error in the case of the student and the lurking fear makes a thorough supervision of their smallest work important. Can we afford this time? Even then are we sure that it is the last word?

In Rhode Island we can afford it. And why? Because in emergencies, if for no other reason, the student research worker becomes a valuable citation finder. He scouts for us while we check and digest. He thoroughly enjoys working under pressure, likes best to drive where he knows his work will be used immediately, likes to feel that he is helping to construct, brings his contribution of youth and energy, his freshness of view point and close touch with current affairs through other college courses,—constitutional law, international law, social, political and economic science,—into a workshop that otherwise might become moss backed, with wheels running in deep, familiar grooves.

And if we are to have our share in futures, there is a satisfaction in having given them something, for so we do, they say so gratefully afterwards, when the 100 hours a semester are all shoved behind them!

We rarely have a complete failure. If we do, it is a composite of lack of grasp, indolence, college activities, monotony, not the legal mind, failure on the part of the director to do her share.

We have had brilliant successes; valuable researches, the work of students, have been prepared and published under the direction of this bureau; one, "Exercise of Sanitary Police Powers in Rhode Island," by Lester Burrell Shippee, Ph.D., a professor on leave of absence; one, "State Commissions on Economy and Efficiency," by Chester C. Waters, Ph.D., a graduate in training for his doctor's degree; and one, "Employers' Liability and Workmen's Compensation," by Edward A. Adams, an all-round honor man in Brown University and William E. Sprackling, an all American football king.

And it does make for a happy and pleasant human relationship afterwards to have members of law firms, economic investigators, professors of universities and an assistant attorney-general meet us upon the in and out trails and, smiling reminiscently down upon us, call us "Teacher."

A talk was then given on the topic,

SPECIALIZATION BY STATES IN RESEARCH

BY HERBERT O. BRIGHAM, *Librarian, Rhode Island State Library, Providence*

As a preamble to the discussion of the subject, I assume that the specialization would be conducted by those states which have active state libraries or legislative reference bureaus performing research. A casual glance at the state library and legislative reference bureau roster shows that three-fourths of the states have created legislative reference bureaus or have organized a definite division within the state library.

The problem is largely geographic and sectional. Massachusetts, Rhode Island and Connecticut, for example, have similar problems to solve, while the granger states of the Mississippi Valley, or the cotton growing states of the South, in their turn deal with similar questions. To use a concrete case, problems of water pollution and water rights as to power and usage are inherent in the eastern states where the population is congested. Drainage and irrigation with their different aspects are inherent in many parts of the southwestern and mountain states. Therefore, a division by sectional groups is necessary. On the other hand there are many legislative measures which are characteristic of the entire country, such as automobile legislation, labor problems of a general nature and incorporation.

As to the method of approach, a group of subjects might be assigned covering the general broad range of legislation and certain state agencies, which are deeply interested in research, be requested to check from these lists such topics as they are able through their resources and facilities to give the best research results. This would form the basis of a research manual for the various states which would give, to use Mr. Lee's expression, a sponsorship for a certain subject in a specific state or municipality.

Uniformity of scope and method would be attained by standardizing the reports and returns made by the individual libraries. All this work should be conducted by a joint special committee of the state librarians and

the special librarians, working in co-operation with such other agencies as may exist, such as the Public Affairs Information Service, the Library of Congress and the National Research Council.

Another group of co-operators may be found among the trade committees, such as the Motor Vehicle Conference Committee, the utility research organizations and numerous other industrial research activities.

The practicability of the scheme could well be ascertained by such a committee and I would recommend that a joint committee be appointed by the incoming president of the National Association of State Librarians and the Special Libraries Association.

The following paper was then presented:

EXCHANGE LIBRARIANS

BY IRMA HOCHSTEIN, *Assistant, Wisconsin Legislative Reference Library, Madison*

The fact that we feel it worth while to come together at a round table conference illustrates very well the value of the personal contact and the stimulus to new effort that the spoken interchange of ideas gives. In this birthplace of automobiles, I could not help thinking of a comparison Dr. McCarthy once made when he said, "We charge human batteries by the spoken word." It is because of the great value of the knowledge that can be gained from direct contact with other people that it seemed to me an experiment of interchange librarians based pretty much on the same system on which we now have interchange university professors would be worth trying out. I know that there are practical obstacles to be overcome. Shortage of money, limitations of language, differences of methods, the difficulty of finding two librarians with similar qualifications so that a somewhat equal exchange may be effected, all these are not insurmountable.

This plan would have one great advantage. It would make it possible for the librarian to get the value of the experience of other states, and eventually, other countries, and still permit him to keep his roots in his home state. When we review the factors which make a legislative reference librarian espe-

cially valuable to his state this advantage is the more evident. It is not only his knowledge of facts and where to find them that makes a legislative reference librarian valuable, but it is his understanding of the people and their needs and his ability to gain and hold their confidence in their attempt to suit the law of the state to the needs of the people. To do this a long period of service in one state seems to be necessary for the best results. Dr. Charles McCarthy through twenty years of service to the state of Wisconsin built up this kind of confidence. He maintained a personal contact with other states and other governmental experiments. How can we build up methods of retaining and extending personal contact among legislative reference libraries? The well-established plan of the traveling fellowships for research has demonstrated the value of the personal contact, and of the direct personal investigation in aiding to get at the truth which we need in our efforts to make democratic government function. The printed word is inadequate when compared with the results springing from a visit to a state or country for the purpose of studying its experiments in government. For example, to understand the co-operative movement in Denmark, to study its contract and marketing methods with an eye for adapting those methods in a practical way to the needs of the people in his own state requires a personal visit and study of Denmark's co-operative butter markets, its egg circles, its productive and distributive systems. This has been recognized by the establishment of traveling fellowships for political research. The same practice in the field of the legislative reference library can be worked out through exchanging librarians.

The advantages of living for a period of six months or a year in another community, studying its work, its people and its needs are clearly evident. It may be difficult to work up a practical plan for the direct interchange of legislative reference librarians among the states and eventually among other countries. Clearly the librarian going out from his own state will be the greater gainer in the beginning. He will bring back to his own community ideas of how to meet fu-

ture needs based on the experience of others. Yet we cannot estimate now what treasures the visitor may bring with him to the Indies. To begin with it might be best to work out an exchange of librarians between two states of rather similar interests and conditions in order that the advantages to both sides may be kept somewhat equal—an industrial state to exchange its librarian with another industrial state, for example. Due regard must be had for the qualifications, experience and training of the librarians to be exchanged in order that both libraries may not be handicapped too much in carrying out the regular routine work. Eventually this plan may be extended, we hope, to other countries when the drawbacks of the language difficulties and the methods of financing the scheme may be overcome. The following letter from Argentine emphasizes the difficulties arising from an exchange with foreign countries. We feel, however, from our experience in training Philippine students in the Wisconsin Legislative Reference Library that a limited knowledge of language is not an insurmountable drawback.

Rosario, Argentine, April 10, 1922.

I have received and read carefully your project of March 9 for exchange librarians. I find it excellent and do not doubt that its application will produce appreciable advantages not only in case of special libraries, like the one in Madison, but in the case of all kinds of libraries. I am thinking about the possibility of using an exchange of this kind between Argentine and the United States. I find two serious drawbacks. The first that, as a general rule, our libraries are poor and will not be in a position at present to afford the necessary expenses. The second that taking into consideration the limited knowledge of the English language among us it will cause a great deal of trouble to find librarians capable of making themselves understood by North Americans in the libraries of the United States and the same thing will occur in our libraries.

Very truly yours,

JUAN ALVAREZ, Federal Judge.

Certainly, there is great need for an interchange of facts by the various governments in order that the aim of the legislative reference library as an agency in aiding to fit government justly to human life, may be maintained. Past experiences prove that legislative reference libraries have been valuable

laboratories in obtaining data on government experience, and that they have been able to dig out the truth for legislators and administrative officials. The interchange librarian may be one factor in making the experience of the workers in these libraries more directly useful to other states and countries. They may aid in developing these laboratories in government and in making other facilities accessible to the students interested in the functioning of democratic government. In a letter received from Lord Bryce in January, in commenting on the necessity of centralizing records on constitutional amendments, he said:

The establishment of new constitutions in Europe increases the importance to us in the old world of all experiments which you try in forms of government in America. I should like to see a closer interchange of information between our countries upon these subjects.

We are coming to recognize, not only the value of this close interchange of information, but the necessity of constantly striving to adjust the ideal of placing government on a fact basis with the frailties of human nature. Glenn Frank in an editorial in the *May Century* on "Democracy in America," recognizes this factor and pleads for the development of agencies which can dig out and present the truth. Can we through working out a system of interchange librarians among the many existing legislative reference

libraries aid in attaining the ideal? The experiment is worth trying.

Legislative Reference Round Table Second Conference

(Friday morning, June 28)

Mr. Clarence B. Lester of Wisconsin presided and the question submitted by Mr. Godard entitled To what extent should assistance be rendered to pupils of the public schools? was discussed by several members.

Miss Rogan of Texas inquired about methods of handling pamphlets and representatives of the various states explained the filing system in use in their particular library or bureau.

Mrs. Spencer inquired about the division of appropriations for the state library and the legislative reference bureau in the various states and it was suggested that the matter be referred to the general association.

A resolution was passed requesting the chairman of the Legislative Reference Round Table, to communicate with Hon. George H. Carter, public printer, and Hon. Alton P. Tisdell, superintendent of documents, and to extend the appreciation of the legislative reference librarians for courtesies in extending the daily distribution of United States government documents to depository libraries.

The Round Table adjourned and the final session of the National Association of State Libraries convened. (See page 415.)

STATISTICS OF LIBRARIES

Resulting from a request for current statistics to be furnished in accordance with forms arranged by the A.L.A. Committee on Administration, the accompanying compilation has been made of principal information given, the figures being grouped in two tables: 1. Public Libraries (Free or Subscription); and 2. College and Reference Libraries. Very few business libraries submitted reports as applicable to the required form, and none of the latter are included in the tabulation. The statistics of A.L.A. institutional members only are recorded.

The following are the rules and definitions issued by the committee, for guidance in preparing the reports:

DEFINITIONS AND RULES

For Public Libraries:

Branches, Stations and Other Agencies

(Definitions based on Miss Eastman's *Branch libraries and other distributing agencies*. A.L.A. Manual of Library Economy, ch. 15.)

A "branch" is an auxiliary library, complete in itself, having its own permanent collection of books, either occupying a separate building or housed in one or more rooms in a school, park or field house, social settlement, parish house, rented store, etc., and administered as an integral part of the library system, i.e., by a paid staff. To rank

as a branch its hours of opening should approximate those of the central library.

A "sub-branch" is a branch in which the hours of opening do not approximate those of the central library or the regular branches.

"Stations" include deposit and delivery stations. Deposit stations consist of small collections of books (from 200 to several hundred volumes) sent for an indefinite term to a store, school, factory, club, etc. The collections are frequently changed; the station has some permanency. A station may be in charge of an assistant sent from the central library or neighboring branch, or a trained librarian employed at the expense of a co-operating institution or society, an office employee of a factory, or a volunteer worker. Delivery stations have no books on deposit but fill orders from a central stock.

"Other agencies": These embrace for the most part agencies to which traveling libraries are sent; the largest number of such traveling libraries (20 to 50 or more books) go to school rooms of grade schools. They include also fire engine houses, police stations, factories, clubs, missions, settlements, home libraries, etc. For the purposes of this report and to avoid inflated figures, each separate box of books should not be counted but only the different institutions to which books are sent. In the case of collections sent to schools, each building should be counted but once, though the report should also give the number of separate collections and the number of different rooms served.

For College and Reference Libraries:

Branches, College and Departmental Libraries

A "college library," in a university system, is a collection of books related to the work of a particular college, housed outside of the central building and administered either separately or as a part of the university library.

A "departmental" or "seminary library" is a collection attached to a department of instruction which forms a part of a college administration. Such a collection may be housed either within or without the central building.

Applicable to All Libraries:

Volumes and Pamphlets

(Based on Biscoe, *Pamphlets*, World's Lib. Cong. Papers, 826.)

A "pamphlet" is a printed work consisting of one or more sheets of paper fastened together, but not bound. Unbound serials and sequents which as issued are intended to form component parts of a larger volume are not to be considered as pamphlets.

A "volume" is any printed work bound in stiff covers so as to stand on a shelf; also unbound books of over 100 pages.

Added and Additions

Volumes, pamphlets, etc., are to be considered as "added" to a library only when they are available for use; they are not to be considered as "additions" if they are simply in the possession of the library, but not yet in use.

Rules For Counting Circulation

(Where the word "volume" is used, the rules should be understood as applying also to pamphlets and periodicals.)

1. The circulation shall be accurately recorded each day, counting one for each lending for home use of a bound volume, pamphlet or periodical. Supplemental figures recording (each group separately) the circulation of prints or other material, are also desirable.

2. Renewal of a book under library rules at or near the end of regular terms of issue shall also be counted, but no increase shall be made because books are read by others or for any other reason.

3. The act of sending books from the library to an agency of any kind shall not be regarded as an issue to be counted in the circulation.

4. In all cases books issued from an agency for home use shall be counted only according to the reported circulation, disregarding the act of sending them from the library to the agency and disregarding their use at the agency. In no case shall there be any estimation of circulation.

(Continued on page 452.)

STATISTICS OF

(According to form arranged by A. L. A.)

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes expenditures for binding.

An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.

City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Adrian, Mich., P. l.....	12	13	75	.04+	6,000	240	6,542	574	326	188	2,798	703	5,741
Akron, Ohio, P. l.....	*175	350	87	.....	34,667	.....	35,658	8,009	670	←	16,185	2,220	34,667
Alameda, Cal., F. l.....	29	26	70	.07+	17,265	.....	23,234	4,117	756	738	7,324	1,298	16,959
Anderson, Ind., Carnegie, P. l.....	33	.....	.....	.....	13,254	.....	16,273	1,602	392	525	6,120	855	11,767
Ann Arbor, Mich., P. l.....	20	32	.....	Ap.	15,009	1	15,019	1,264	←	442	10,961	1,040	15,019
Ansonia, Conn., P. l.....	18	20	.....	Ap.	7,171	1,044	9,756	852	330	494	3,983	1,055	7,942
Appleton, Wis., F. p. l.....	20	22	.....	Ap.	11,000	.....	12,356	3,673	61	1,014	5,382	742	13,450
Arkansas City, Kan., P. l.....	11	12	.....	.06	5,626	.....	6,753	1,020	215	382	2,480	480	6,402
Asbury Pk., N. J., P. l.....	14	17	.....	.....	8,031	.....	8,031	.....	.....	.....	.....	.....	8,022
Asheville, N. C., Pack. Mem. p. l.....	*20	55	90	.....	.....	.....	.....	2,500	250	1,000	3,190	.....	7,445
Atlanta, Ga., Carnegie l.....	201	236	.....	Ap.	81,769	.....	.....	15,812	←	1,719	37,924	←	.....
Atlantic City, N. J., F. p. l.....	51	128	.....	Ap.	25,000	.....	.....	5,934	←	1,634	14,517	←	27,723
Attleboro, Mass., P. l.....	19	23	.....	53p.c.	12,600	.....	.....	2,299	←	793	6,039	1,118	12,581
Auburn, N. Y., Seymour l.....	36	.....	.....	.....	7,100	2,535	12,428	1,466	381	249	3,547	840	9,894
Baltimore, Md., Enoch Pratt f. l.....	.....	.....	.....	.....	192,000	50,000	.....	34,371	4,430	6,057	136,176	←	257,362
Beaver Falls, Pa., Carnegie f. l.....	13	.....	.....	.....	.....	.....	6,500	.....	.....	.....	.....	.....	.....
Belleville, Ill., P. l.....	25	9	50	.08	7,500	.....	9,726	972	315	1,313	4,140	1,353	8,879
Bellows Falls, Vt., Rock'g'm f.p.l.....	6	.....	.....	.....	5,000	215	5,507	1,305	76	418	1,701	156	4,511
Berkeley, Cal., P. l.....	60	53	70	.10	49,075	.....	59,624	8,443	1,571	2,855	29,188	2,523	53,231
Bethlehem, Pa., P. l.....	60	.....	.....	.....	11,000	.....	17,634	5,376	←	216	4,477	711	14,381
Biddeford, Me., McArthur l.....	18	11	70	Ap.	3,850	2,744	7,504	868	295	326	2,362	867	6,092
Binghamton, N. Y., P. l.....	*73	58	83	.03+	21,100	.....	22,217	4,133	537	1,603	12,470	1,080	22,082
Birmingham, Ala., P. l.....	178	.....	.....	.....	60,000	.....	60,392	12,112	1,677	4,170	31,447	2,248	60,392
Braddock, Pa., Carnegie f. l.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bradford, Pa., Carnegie p. l.....	16	8	60	.10	7,075	.....	10,072	1,451	298	1,048	4,043	1,010	9,593
Bridgeport, Conn., P. l.....	144	245	*100	.07+	183,694	.....	316,845	34,951	2,029	3,114	46,724	←	104,968
Brockton, Mass., P. l.....	.....	2	.....	.....	32,000	.....	32,053	5,248	1,396	2,067	14,705	2,584	32,036
Brookline, Mass., P. l.....	39	109	100	Ap.	55,900	861	59,560	7,862	1,225	1,543	34,049	5,346	58,376
Brooklyn, N. Y., P. l.....	2,018	.....	.....	.....	685,315	.....	799,145	105,156	18,383	44,999	443,764	68,399	779,350
Buffalo, N. Y., P. l.....	506	654	75	.05+	207,496	5,024	242,378	41,693	3,067	10,289	114,860	16,296	218,049
Cairo, Ill., P. l.....	15	6	50	.13	7,252	.....	9,632	1,531	322	322	3,556	757	8,315

PUBLIC LIBRARIES

(Committee on Library Administration)

Abbreviations: Ap., Appropriation; En., Endowment; S., Subscription; c., county; p. c., per capita; t., township. Further explanation of these abbreviations is given in Notes 1 and 2 following the tables.

The superimposed small figures in headings refer to Notes 1-4 following the tables.

Days open during year (cent. library)	Hrs. open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ^a
	Lending	Reading						Adult	Juvenile	Total			Titles	Cops.		
309	.....	.....	26,204	25,031	.....	67,794	.....	.....	.....	976	5,859	7	125	125	.....	2+
357	72	76	39,278	44,766	132,391	207,635	.....	4,728	2,366	7,094	25,741	3	280	280	*40,000	11+
305	72	72	54,047	56,019	136,262	172,480	.....	1,461	700	2,161	18,612	..	247	247	28,889	.....
304	72	72	16,780	18,567	67,922	83,904	.....	1,966	831	2,997	10,456	..	120	120	.....	6
307	69	69	26,810	27,895	37,982	72,628	.....	895	504	1,399	17,894	12	105	125	126,261	10
341	.....	.....	20,699	21,055	57,930	89,816	1,879	.....	.....	712	7,652	3	113	113	..	4
342	72	76	14,526	15,748	56,341	83,632	.....	.....	.....	.....	.....	..	110	110	.....	4+
359	66	70	6,755	7,468	27,599	32,435	.....	.....	.....	1,361	4,552	3	65	65	.....	4
306	72	72	17,006	17,386	.....	69,669	427	.....	.....	695	6,317	..	188	188	.....	4
308	60	60	10,303	10,946	78,691	99,218	.....	34	.....	3,488	4,073	3	.....	.....	.....	.....
306	72	76	77,780	85,074	233,030	437,062	.....	7,150	3,117	10,267	33,316	5	275	275	92,132	39
307	72	72	.....	.....	159,901	213,913	6,382	.....	.....	4,449	.....	3	145	145	.....	13
346	.....	71	22,967	23,645	83,228	119,666	1,773	.....	.....	1,096	6,146	2	150	154	.....	7
306	72	76	31,766	32,568	65,514	97,058	.....	1,659	483	2,142	7,726	3	106	118	.....	4
304	69	83	389,602	409,944	657,659	863,765	.....	.....	.....	16,622	56,473	3	.....	.....	.....	134
303	66	66	14,648	14,774	44,374	57,091	.....	.....	.....	775	3,470	2	107	107	16,865	3
309	72	75	35,762	36,021	57,701	84,453	.....	744	534	1,278	4,934	3	111	111	.....	4
305	43	43	13,139	13,948	36,256	45,756	.....	.....	.....	427	3,539	10	47	47	.....	3
363	75	75	77,998	83,516	282,819	449,700	5,949	.....	.....	14,372	25,804	2	614	614	.....	19+
303	63	63	18,736	20,831	98,677	107,228	.....	.....	.....	2,670	17,360	..	110	110	.....	5
304	66	66	18,636	19,116	.....	50,056	.....	.....	.....	570	4,750	..	124	124	.....	2+
306	66	72	48,915	50,771	168,028	225,401	4,404	3,244	1,206	4,450	18,885	3	146	146	60,248	9
364	76	76	72,512	80,749	321,289	475,957	5,686	1,649	3,165	4,814	47,805	5	.....	641	285,642	29
308	72	72	53,135	50,127	.....	292,923	.....	.....	.....	2,193	.....	.....	.....	.....	47,362	8
307	66	66	23,093	23,889	66,245	88,881	435	455	274	729	7,376	3	121	121	.....	4
361	75	82	109,164	133,660	528,208	741,516	.....	5,509	4,570	10,079	28,488	3	432	758	.....	60
364	72	78	84,658	87,177	190,483	274,238	.....	.....	.....	2,118	.....	3	207	343	.....	9
354	82	82	103,210	106,465	205,735	309,817	5,601	2,452	666	3,118	11,698	2	225	380	.....	22+
365	74	74	872,727	956,051	4,310,797	6,072,707	.....	.....	.....	124,849	353,817	3	746	2,975	.....	336
363	72	79	406,630	416,663	1,182,522	2,049,082	.....	23,450	9,312	32,762	160,012	..	537	884	.....	..
357	72	81	23,679	24,464	54,066	85,492	669	4,971	4	77	93	5

STATISTICS OF

(According to form arranged by A. L. ...)

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City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Cambridge, Mass., P. l.	110	146	.....	.....	54,051	1,193	58,924	6,824	1,159	2,875	28,810	6,624	54,05
Cedar Rapids, Iowa, P. l.	47	47	25	.22	24,210	.....	28,365	5,831	559	2,014	11,812	.....	26,15
Champaign, Ill., P. l.	16	7	33	.16	11,500	512	21,597	3,518	491	827	4,685	1,070	12,36
Chattanooga, Tenn., P. l.	118	.....	.....	.....	22,248	300	24,591	3,260	675	1,208	13,438	1,258	24,55
Cheyenne, Wyo., P. l.	*21c	34c	60	.22	6,420	.....	7,230	930	235	.....	2,900	930	6,45
Chicago, Ill., P. l.	2,700	1,655	50	.05+	835,567	11,618	921,754	99,410	13,642	71,894	550,147	←	867,02
Chicago, Ill., Pullman P. l.	30	.....	.....	.....	.....	.....	.....	480	196	402	4,337	.....	.....
Chickasha, Okla., Carn. l.	10	8	.....	.....	.....	.....	.....	532	123	138	1,050	180	3,02
Chicopee, Mass., P. l.	*37	43	.....	Ap.	12,000	200	12,200	2,662	479	398	5,874	661	12,20
Chippewa Falls, Wis., P. l.	9	9	3	.07	6,200	.....	6,820	1,176	259	220	3,600	780	6,67
Chisholm, Minn., P. l.	9	.....	.....	.....	47,412	.....	47,990	2,910	843	1,112	6,694	4,297	24,02
Cincinnati, Ohio, P. l.	494	886	.....	.29	263,367	2,879	286,912	53,175	←	17,416	138,646	47,156	286,01
Cleveland, Ohio, P. l.	797	1,753	.....	.05+	773,174	.....	3,873,893	110,233	9,153	62,649	528,060	51,026	880,73
Cleveland Hts., Ohio, P. l.	15	80	.....	.07+	.....	.....	.....	6,965	125	336	6,599	341	15,75
Clinton, Iowa, P. l.	25	4	25	.50	19,150	.....	19,515	2,187	262	432	7,306	1,240	15,91
Cloquet, Minn., P. l.	5	3	.....	Ap.	4,684	.....	21,879	3,536	181	82	2,718	488	10,97
Columbia, Mo., P. l.	13	11	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia City, Ind., Peabody f.l.	6	.....	.....	.....	3,846	.....	5,475	1,159	138	161	1,739	845	5,14
Conneaut, Ohio, Carnegie p. l.	10t	20t	.....	.02+	5,664	.....	6,986	925	329	283	2,663	805	6,25
Corona, Cal., P. l.	5	.....	.....	.....	6,075	.....	6,917	896	218	249	2,063	635	4,86
Coshocton, Ohio, P. l.	11	.....	.....	.....	1,791	.....	3,508	277	148	.....	1,920	204	3,50
Council Bluffs, Iowa, P. l.	36	25	60	.30	17,017	.....	23,693	3,044	333	295	9,296	1,470	17,25
Dallas, Texas, P. l.	*200	175	50	.01+	27,300	.....	32,560	7,284	824	951	13,880	2,445	30,00
Dalton, Mass., F. p. l.	4	.....	.....	.....	2,343	905	3,448	526	141	120	2,177	.....	3,44
Danbury, Conn., P. l.	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Davenport, Iowa, P. l.	57	35	.....	.15	57,269	.....	73,498	9,386	955	1,783	.....	.....	.....
Dayton, Ohio, P. l.	153	227	60	.....	95,280	.....	100,815	5,347	←	2,221	63,062	6,520	93,77
Decatur, Ill., F. p. l.	44	17	50	.....	20,597	.....	28,438	3,565	761	3,300	11,863	961	24,04
Dedham, Mass., P. l. ....	.....	17	.....	.....	10,585	588	11,240	1,610	425	284	5,242	904	11,08
Denver, Col., P. l.	256	.....	.....	Ap.	116,000	.....	129,279	16,098	3,674	6,795	59,966	17,996	129,27
Derby, Conn., P. l.	11	10	5,796	7,824	1,042	177	236	3,941	1,033	7,76

PUBLIC LIBRARIES

(Committee on Library Administration)

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Total no. agencies	Days open during year (cent. library)				No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ¹
	Lending	Hrs. open each week (central library)	Reading	Adult						Juvenile	Total	Titles			Cops.			
17	343	72	79	121,476	118,845	282,170	413,452	.....	.....	.....	5,410	42,074	4	.....	.....	46,459	26
13	364	72	84	46,627	47,781	182,713	287,346	8,561	2,726	1,138	3,856	15,175	4	*200	*200	.....	8
3	307	72	72	27,193	29,274	71,330	89,302	.....	537	463	1,000	6,035	.....	158	177	.....	3+
.....	333	72	75	50,150	54,082	89,017	172,119	.....	2,294	1,280	3,574	.....	5	168	168	.....	20
2	.....	10	13	15,631	16,458	60,007	.....	.....	968	290	1,258	4,276	1	72	72	.....	3
18	363	60	83	1,075,292	1,099,711	3,247,946	7,472,768	181,401	57,285	23,305	80,590	.....	3	1,156	4,862	1,343,436	453
5	348	62	62	10,148	12,311	13,975	36,728	.....	746	769	1,515	2,543	3	97	.....	32,617	5
1	365	48	56	5,881	6,153	.....	.....	.....	.....	.....	.....	406	5	54	54	.....	1
4	303	48	48	48,205	49,404	116,387	.....	.....	.....	.....	.....	.....	.....	65	65	.....	7
2	306	63	63	11,767	12,045	34,572	68,353	7,350	.....	.....	.....	5,141	5	75	75	.....	3
1	305	78	82	11,484	11,733	47,178	98,693	.....	.....	.....	1,556	3,411	2	119	119	.....	3
51	.....	78	91	582,223	604,641	1,240,396	2,006,238	612,084	.....	.....	34,846	102,386	3	1,252	2,074	.....	185
96	364	75	83	65,322	722,500	2,298,901	4,672,252	23,641	35,825	28,463	64,292	196,760	3	*1,600	*1,600	3,166,311	529	
7	307	40	40	8,279	10,026	29,554	54,664	1,846	.....	.....	2,068	2,999	3	.....	.....	.....	6
22	.....	72	75	29,768	29,469	.....	150,192	15,593	.....	.....	1,101	6,884	5	118	118	.....	5
1	352	54	57	1,225	3,358	20,475	30,415	.....	388	320	708	1,762	.....	59	59	.....	3
.....	312	.....	.....	.....	.....	16,678	16,994	.....	.....	.....	.....	2,189	4	23	23	.....	1
15	307	69	69	11,116	11,453	16,408	25,066	.....	.....	.....	660	3,077	5	58	58	.....	2
5	282	48	48	11,887	12,650	31,078	49,781	.....	.....	.....	1,042	6,775	.....	116	116	.....	3
1	356	72	79	9,757	10,038	20,250	37,836	.....	200	100	300	1,000	1	71	71	.....	3
1	300	63	63	14,473	14,379	24,866	27,815	.....	382	191	573	4,444	.....	52	52	.....	2
14	304	75	79	37,738	38,170	122,521	203,349	.....	.....	.....	2,367	10,734	3	163	163	.....	8
12	365	66	77	62,460	65,238	164,420	254,299	.....	4,686	3,243	8,111	34,669	5	*285	*285	.....	10+
9	303	36	36	13,497	13,950	28,526	32,634	.....	.....	.....	.....	1,495	5	74	*150	.....	4
9	302	72	72	25,752	26,595	108,975	137,055	2,121	1,173	530	1,703	.....	4	142	142	.....	8
16	306	72	76	66,181	70,673	275,634	425,718	.....	.....	.....	.....	17,395	4	.....	.....	.....	17
54	304	72	79	121,168	122,027	222,396	383,907	←	5,783	4,147	9,885	21,900	2	321	640	.....	68
20	307	72	76	43,801	43,204	134,242	190,037	.....	2,044	1,080	3,124	10,801	4	276	276	.....	16
11	302	54	57	29,681	30,325	.....	80,371	.....	.....	.....	223	7,066	33	141	141	.....	10
53	360	76	79	222,206	229,219	1,121,717	*421,051	23,734	63,937	3	450	450	54+	
3	303	72	72	22,510	23,304	47,591	72,432	166	383	549	8,671	3	54	54	4	

STATISTICS OF

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City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Des Moines, Iowa, P. l.....	126	39	25	.26+	103,162	.....	108,405	27,078	946	7,932	39,260	5,108	100,61
Detroit, Mich., P. l.....	*1,103	2	80	.03+	610,583	.....	1,991,518	98,257	8,794	15,088	469,364	56,314	738,23
Dixon, Ill., P. l.....	8	5	50	.06+	2,328	1,100	5,527	1,212	142	153	1,455	120	5,27
Dover, N. H., P. l.....	13	.....	.....	.....	7,750	460	8,679	1,061	365	439	4,494	.....	8,22
Du Bois, Pa., P. l.....	*15	5	*33	.16	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dubuque, Ia., Carnegie-Stout f.p.l.	39	41	*100	.....	17,927	.....	19,566	1,769	440	1,136	9,687	1,200	18,72
Duluth, Minn., P. l.....	*100	74	38	.07+	47,005	.....	49,887	8,639	845	1,740	24,709	5,924	49,56
Durango, Col., P. l.....	4	.....	.....	.....	.....	.....	.....	728†	201	.....	1,980	.....	.....
East Cleveland, Ohio, P. l.....	27	55	.....	.08 ±	39,831	.....	43,825	4,060	391	1,674	16,669	2,341	31,13
E. Orange, N. J., F. p. l.....	51	71	66	.03+	42,500	.....	45,500	5,122	877	1,514	27,428	3,273	45,49
E. St. Louis, Ill., P. l.....	67	23	50	.06	13,104	.....	17,521	2,100	346	1,163	7,320	960	14,30
Edmonton, Alb., Can., P. l.....	59	80	.....	.05+	41,691	.....	45,133	6,714	1,552	2,672	25,785	3,000	48,81
El Centro, Cal., Imperial Co. f. l.	43	41	.....	.10	10,007	.....	10,170	3,571	483	707	3,895	.....	10,43
El Centro, Cal., P. l.....	10	.....	.....	.13	9,797	.....	13,323	1,366	289	322	5,145	.....	8,82
El Paso, Texas, P. l.....	89	98	.....	.03+	28,592	.....	39,770	4,063	998	121	13,570	1,176	28,56
Endicott, N. Y., F. l.....	*15	8	.....	Ap.	2,200	.....	19,515	1,861	←	241	10,489	2,521	19,17
Eureka Sp'gs., Ark., Carn. p. l...	.....	.....	.....	S	.....	.....	376	35	1	.....	100	33	410
Evanston, Ill., P. l.....	37	22	50	.09+	19,262	684	39,119	6,427	911	1,556	15,965	2,113	32,86
Evansville, Ind., P. l.....	*100	123	100	.06	76,455	.....	86,170	8,469	1,242	3,806	35,311	3,535	60,12
Eveleth, Minn., P. l.....	*8	19	33	.....	30,000	.....	52,863	4,342	700	1,067	7,186	1,140	18,26
Exeter, N. H., P. l.....	2	5	.....	.08	3,750	706	5,628	859	←	.....	2,134	420	4,34
Fairhaven, Mass., Millicent l.....	7	.....	.....	En.	.....	9,071	11,719	1,567	429	461	5,222	1,040	10,97
Fall River, Mass., P. l.....	126	192	.....	.....	59,999	.....	62,285	8,879	1,296	3,523	30,656	5,510	60,30
Fitchburg, Mass., P. l.....	41	52	.....	.....	12,400	364	12,829	1,937	468	460	6,840	1,200	12,65
Fort Collins, Col., P. l.....	9	9	100	.05 ±	4,400	.....	5,185	1,300	332	335	2,008	172	5,21
Fort Dodge, Iowa, F. p. l.....	19	5	25	.40	16,147	.....	16,147	2,601	194	1,143	5,859	1,620	12,95
Fort Wayne, Ind., P. l.....	93	.....	.....	.30	44,937	.....	51,139	9,379	1,451	3,444	25,525	4,500	55,70
Freeport, Ill., P. l.....	20	9	50	.15 ±	11,122	.....	11,693	2,440	.....	399	4,233	840	11,11
Fremont, Ohio, Birchard l.....	12	.....	.....	.20pc	4,249	1,062	5,907	943	184	560	2,380	339	5,71
Fresno, Cal., Fresno Co. f. l.....	129	188	.....	.06	114,141	.....	148,035	42,844	4,475	4,983	48,169	3,220	118,64
Galesburg, Ill., F. p. l.....	24	12	50	.13	11,800	15,272	1,943	543	1,052	7,200	1,560	14,35

PUBLIC LIBRARIES

Committee on Library Administration)

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										Adult	Juvenile	Total			Titles	Cops.		
55	363	72	72		119,821	132,774	350,271	494,131	8,079	5,093	3,295	8,388	35,101	..	472	531	52,885	27+
105	363	72	.....		484,829	525,886	1,449,482	2,533,541	13,208	44,788	23,673	68,461	173,672	3	1,580	2,856	.....	371
1	305	39	39		19,415	20,325	35,964	42,551	.....	430	148	578	3,865	5	41	41	.....	4
1	304	72	76		49,291	49,850	49,657	72,793	.....	270	190	460	.....	..	172	172	27,271	6
1	307	45	45		2,215	5,006	.....	.....	.....	.....	.....	.....	3,388	.....	.....	.....	.....	.....
28	346	72	75		39,226	39,567	96,982	168,651	.....	.....	.....	2,258	11,751	5	130	130	.....	8+
46	363	76	79		85,832	90,708	231,112	348,185	57,238	4,812	3,612	8,424	23,610	3	115	196	.....	24
1	361	76	76		.....	11,196	.....	28,893	.....	.....	.....	.....	2,855	..	60	60	16,906	3
.....	306	72	72		24,488	27,980	126,096	180,639	.....	2,955	1,260	4,215	11,685	5	142	142	.....	13
16	309	72	72		61,423	63,864	183,527	283,193	2,688	3,576	1,577	5,153	24,679	3	308	404	.....	22+
24	307	54	51		32,300	32,817	88,824	115,425	.....	1,170	760	1,930	5,661	..	107	107	.....	5
0	343	72	78		43,431	48,990	248,507	320,289	.....	6,191	1,544	7,735	14,683	2	268	276	.....	20
.....	305	51	.....		43,971	52,531	.....	92,004	.....	.....	.....	.....	6,389	.....	.....	.....	.....	11
2	305	.....	.....		10,397	11,264	38,594	55,221	.....	.....	.....	1,151	2,865	3	.....	.....	.....	4+
4	308	72	76		19,855	21,551	94,473	164,884	2,016	4,245	1,340	4,953	10,324	3	149	158	.....	10
2	318	82	82		11,121	11,179	56,151	93,674	1,901	749	489	1,238	8,864	..	90	122	.....	6
1	240	18	18		1,953	2,129	.....	1,845	.....	.....	.....	165	258	..	22	22	3,850	1
.....	306	75	82		68,588	73,476	147,095	235,980	.....	.....	.....	3,569	15,704	5	120	150	.....	10+
55	363	76	76		65,814	71,711	286,348	527,029	4,202	2,527	2,770	5,297	40,101	..	172	429	53,841	33
6	355	72	76		9,879	11,188	39,609	74,549	59,357	315	347	662	3,698	..	142	153	87,604	6
1	303	42	42		21,514	22,045	27,591	34,392	.....	.....	.....	660	8,990	..	54	58	.....	5
9	365	84	84		26,160	27,068	50,323	67,938	656	792	476	1,268	*3,000	..	125	125	.....	8
37	303	72	72		110,189	114,005	236,921	279,999	.....	.....	.....	2,179	23,663	..	251	282	.....	31
.....	.....	.....	.....		63,047	64,391	69,730	102,719	.....	.....	.....	.....	7,636	3	93	93	.....	5+
1	353	72	75		13,888	13,885	40,331	53,860	.....	.....	.....	1,891	4,242	3	112	118	22,831	2
15	305	72	75		20,934	22,261	92,545	143,297	.....	.....	.....	1,081	.....	..	97	97	.....	5
60	.....	72	75		85,604	91,265	167,080	291,524	92,628	.....	.....	8,406	27,116	5	.....	.....	.....	20
10	360	72	75		40,021	41,938	62,677	82,670	135	554	312	866	4,454	4	90	90	.....	.....
4	306	65	65		14,789	14,951	41,574	53,974	.....	304	388	692	.....	.....	.....	.....	21,698	5
198	361	72	79		161,284	193,011	403,878	502,623	7,942	40,192	3	71
.....	345	72	76		54,462	56,044	101,254	149,584	1,229	619	1,848	7,097	4	214	228	183,202	10

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					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Galveston, Texas, Rosenberg l....	*50	*55	75	En.	.....	32,759	.....	2,498	531	967	14,895	3,480	28,95
Gardner, Mass., Levi Heywood Mem. l.	17	17	.....	.....	7,007	.....	11,103	2,275	311	288	4,045	300	10,11
Gary, Ind., P. l.	66	.....	100	.05 +	78,936	.....	90,088	18,891	1,384	3,768	25,082	4,897	74,45
Gloucester, Mass., Sawyer f. l. ....	.....	.....	.....	En.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Graceville, Minn., P. l.	1	.....	.....	.30	1,068	.....	1,642	432	77	12	360	150	1,28
Grand Island, Neb., P. l.	14	20	100	.02	4,000	.....	4,155	386	235	7	1,707	810	4,22
Grand Rapids, Mich., P. l.	138	209	100	.04	89,125	128	127,829	16,188	4,470	5,495	66,681	6,385	111,38
Great Falls, Mont., P. l. ....	.....	51	28	.10	13,627	.....	22,800	2,757	576	335	7,838	1,500	15,99
Green Bay, Wis., Kellogg p. l.	31	44	100	.....	10,200	900	12,204	2,629	369	787	5,525	1,570	14,77
Guthrie, Okla., Carnegie l.	12	6	.....	Ap.	4,687	.....	4,900	1,800	←	←	1,260	420	4,90
Hagerstown, Md., Wash. Co. f. l.	60	50	.....	.....	2,500	10,186	15,105	1,988	←	516	7,269	775	15,05
Hamilton, Ohio, Lane p. l.	40	61	.....	.06	.....	.....	.....	.....	.....	.....	.....	.....	7,31
Harrisburg, Pa., P. l.	*125	67	.....	Ap.	10,833	4,824	18,913	2,606	331	673	9,380	933	16,09
Hartford, Conn., P. l.	146	270	.....	Ap.	35,000	4,817	44,953	10,385	1,563	2,247	27,350	.....	45,05
Haverhill, Mass., P. l.	54	65	.....	Ap.	27,781	9,142	40,004	3,627	1,162	2,918	17,357	1,536	38,17
Hazleton, Pa., P. l.	32	.....	.....	.....	10,500	.....	13,497	3,109	480	511	4,059	707	13,24
Hibbing, Minn., P. l.	15	87	.....	.....	.....	53,000	*6,500	*2,600	*3,500	*15,416	*12,084	*53,12	.....
Hoboken, N. J., F. p. l.	68	89	80	.05	.....	32,300	4,263	1,065	1,416	18,424	2,800	32,30	.....
Holland, Mich., P. l.	*13	14	85	.....	4,079	.....	6,325	1,205	274	215	2,280	.....	5,31
Holyoke, Mass., P. l.	60	66	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18,48
Homestead, Pa., Carnegie l.	38	35	.....	En.	.....	12,000	12,476	3,549	297	851	8,000	1,500	14,65
Honolulu, Hawaii, L.	256	.....	.....	Ap.	23,750	4,880	43,589	6,053	618	833	22,490	1,740	38,46
Hopedale, Mass., Bancroft Mem. l.	3	3	.....	.07 +	2,500	1,821	5,658	522	236	120	1,929	1,303	5,56
Houston, Tex., Lyc. and Carn. l.	138	183	.....	.02 +	42,021	.....	45,273	5,471	846	1,968	15,527	1,443	30,41
Hudson, Mass., P. l.	8	6	.....	.....	3,900	.....	4,284	768	144	367	1,613	453	4,28
Huntington, Ind., F. l.	*19	.....	.....	.....	8,239	.....	9,097	1,187	302	273	4,290	900	9,01
Ilion, N. Y., F. p. l.	10	6	.....	.12 +	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indianapolis, Ind., P. l.	314	593	80	.04	235,403	.....	283,143	35,161	3,716	11,028	154,980	28,953	256,89
Ishpeming, Mich., Carn. p. l.	11	15	100	10,000	10,193	1,365	314	1,016	3,320	1,140	9,79
Jacksonville, Fla., F. p. l.	92	7105	27,918	29,942	5,405	806	2,234	13,310	837	27,91

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		Lending	Reading						Adult	Juvenile	Total			Titles	Cops.		
13	304	72	75	67,031	68,208	48,134	79,842	830	710	1,540	26,055	17	370	425	11+
15	309	57	63	19,459	20,227	91,709	119,396	.....	.....	.....	996	5,510	..	92	92	.....	3+
.....	363	75	75	79,183	89,064	227,990	520,496	37,827	3,183	2,633	5,816	28,374	..	223	511	229,517	20+
1	357	72	79	23,522	24,463	.....	94,415	.....	.....	.....	2,542	.....	.....	.....	.....	.....	5
1	104	.....	.....	3,485	3,825	8,424	9,554	.....	58	65	123	567	..	16	16	.....	1
2	360	48	52	7,391	7,528	24,889	31,563	.....	.....	.....	320	2,997	..	94	94	.....	2
141	363	75	79	210,286	221,298	369,197	636,767	136	3,690	4,852	8,542	31,254	4	979	1,669	502,111	75
11	.....	.....	.....	26,305	28,088	100,539	153,146	.....	1,360	894	2,254	12,679	5	164	164	.....	6
10	307	.....	.....	40,632	42,083	69,828	106,813	.....	1,203	758	1,961	5,811	3	98	1,176	.....	4
1	313	72	74	11,852	13,184	.....	26,360	.....	.....	.....	550	3,949	..	50	50	.....	2
151	302	60	60	31,527	33,212	.....	135,000	.....	516	393	909	14,405	..	53	53	.....	9
1	251	72	75	11,473	12,069	42,304	54,985	.....	.....	.....	834	3,242	..	74	74	.....	3
19	305	72	72	22,986	24,537	93,655	130,216	.....	2,422	733	3,155	13,862	5	133	133	31,325	8
20	365	78	86	.....	*145,000	162,214	274,668	4,213	6,870	1,441	8,313	22,000	3	415	415	.....	19+
40	328	72	72	*120,000	*123,000	193,164	269,480	32,659	.....	.....	3,065	13,315	3	240	330	.....	13
24	306	72	72	.....	22,622	83,752	120,695	.....	498	1,293	1,791	7,147	3	107	107	.....	6
7	306	72	77	30,750	39,546	107,939	197,276	.....	1,312	738	2,050	9,838	5	133	421	139,962	14
2	303	69	75	83,094	.....	157,308	231,912	442	943	1,043	1,986	.....	5	290	290	68,314	17
1	303	43	53	12,163	12,550	46,474	53,441	.....	.....	.....	3,348	6,124	..	.....	.....	.....	3
.....	.....	72	79	57,861	58,838	82,483	99,076	193	.....	.....	.....	18,565	5	264	264	.....	11
26	310	72	75	47,015	49,101	47,700	193,737	.....	.....	.....	.....	11,700	7	100	100	.....	6
255	354	72	79	45,905	49,813	102,103	171,107	1,955	2,842	1,756	4,598	12,062	3	207	207	53,729	22
3	303	34	34	14,352	14,610	24,710	30,463	.....	.....	.....	213	1,360	..	61	67	7,468	2+
27	360	76	76	68,350	75,261	192,865	289,701	109	4,698	3,582	8,280	36,744	5	297	313	.....	12+
1	305	37	37	13,205	13,505	48,366	62,396	.....	.....	.....	341	4,524	9	65	65	.....	3
4	.....	72	72	.....	.....	38,510	61,586	3,187	.....	.....	2,215	4,187	2	80	80	.....	4
1	299	72	76	18,907	18,904	59,173	75,477	277	.....	.....	.....	.....	3	147	151	.....	3
120	362	72	76	244,293	285,950	698,642	1,191,981	32,958	12,200	7,918	20,118	79,992	4	1,031	1,072	.....	107
1	304	69	69	28,200	28,439	.....	117,110	.....	.....	.....	410	9,062	..	106	114	.....	3+
25	363	72	77	57,074	58,982	171,823	257,176	2,190	4,613	18,412	3	279	214	9+

STATISTICS OF

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City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Jersey City, N. J., F. p. l.	298	401	100	.03	143,437	.....	321,925	24,525	4,139	9,366	73,364	12,780	152,87
Kalamazoo, Mich., P. l.	*50	50	.....	.05+	37,090	.....	40,610	5,008	943	1,868	18,724	2,904	35,06
Kalispell, Mont., Carn. p. l.	5	.....	33	.15	3,818	.....	7,105	549	205	466	2,400	459	5,83
Kansas City, Kan., P. l.	101	115	100	Ap.	.....	.....	.....	.....	.....	.....	.....	.....	24,00
Kansas City, Mo., P. l.	*335	574	60	Ap.	.....	.....	.....	31,885	←	14,597	103,681	.....	169,40
Kenosha, Wis., Gilbert M. Sim- mons l.	40	55	80	.10	54,693	.....	67,471	5,883	516	1,619	13,151	2,891	38,25
Keokuk, Iowa, P. l.	14	15	25	.....	5,317	.....	8,390	1,219	206	.....	2,585	780	6,59
Kewanee, Ill., Tp. p. l.	17	2	.....	.....	9,184	58	9,544	1,188	164	552	3,168	1,429	8,45
Keyport, N. J., F. p. l.	5	.....	.....	.05	1,050	.....	1,731	280	←	.....	795	254	1,64
La Grange, Ill., P. l.	6	.....	.....	.....	2,200	.....	.....	.....	.....	.....	1,362	.....	3,02
La Porte, Ind., P. l.	15	18	.....	.04+	4,274	.....	21,219	802	240	554	1,766	927	6,09
La Salle, Ill., P. l. ....	.....	.....	.....	.....	5,200	.....	6,104	756	←	894	3,291	←	5,57
Lake Forest, Ill., P. l.	*5	.....	.....	.....	3,305	.....	5,316	2,100	←	.....	2,601	.....	5,340
Lancaster, Pa., A. H. Smith Mem. l.	*56	.....	.....	.....	3,000	50	6,396	1,040	78	612	2,607	.....	5,362
Lawrence, Kan., F. p. l.	14	17	.....	.04+	5,683	60	7,151	1,252	298	663	2,806	785	7,279
Leavenworth, Kan., F. p. l.	17	.....	.....	.....	6,424	.....	7,341	1,070	242	1,139	3,200	.....	7,332
Lexington, Ky., P. l.	45	42	.....	Ap.	5,000	313	13,707	1,986	366	265	4,144	785	11,109
Lexington, Mass., Cary Mem. l.	6	10	.....	.02	7,840	1,852	.....	1,014	268	355	4,517	1,054	.....
Little Rock, Ark., P. l.	65	.....	.....	.....	10,226	.....	11,225	2,065	392	558	7,017	←	11,225
Logansport, Ind., P. l.	22	24	.....	.....	16,148	.....	18,046	3,437	526	163	6,261	1,378	17,455
Long Beach, Cal., P. l.	56	72	70	.08+	57,870	.....	62,212	7,199	1,802	3,001	32,056	1,573	54,237
Los Angeles, Cal., County f. l.	166	249	.....	.06	154,294	.....	193,411	46,498	5,671	2,566	64,695	.....	136,811
Los Angeles, Cal., P. l.	700	636	50	.50	351,447	21,000	430,749	73,792	8,606	16,403	245,048	←	415,031
Louisville, Ky., F. p. l.	235	266	.....	.03+	108,688	.....	146,590	14,483	2,920	6,145	60,027	11,503	119,739
Lowell, Mass., City l.	113	129	.....	Ap.	24,000	.....	30,251	4,018	876	1,921	18,087	1,872	.....
Lynn, Mass., P. l.	99	110	.....	.....	50,968	1,677	54,741	6,484	1,031	3,052	28,845	8,210	54,738
Malden, Mass., P. l.	49	46	.....	.....	19,800	12,462	45,009	6,090	614	1,701	16,341	1,854	34,810
Manchester, N. H., City l.	78	110	100	.02+	31,500	1,909	35,990	4,936	1,089	881	16,616	2,543	34,371
Mankato, Minn., F. p. l.	12	7	.....	.....	8,960	.....	12,514	2,160	376	441	3,157	725	10,326
Maplewood, N. J., S. Orange Tp. f. p. l.	*4	3,043	594	44	153	1,014	1,893

PUBLIC LIBRARIES

(Committee on Library Administration)

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Total no. agencies	Days open during year (cent. library)		Hrs. open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ¹
	Lending	Reading	Lending	Reading						Adult	Juvenile	Total			Titles	Cops.		
78	363	69	85		216,006	225,098	836,506	1,347,638	4,019	.....	.....	6,667	129,234	23	471	721	367,006	52
9	362	72	83		3,348	.....	139,851	226,884	.....	3,154	1,107	4,261	16,159	4	378	378	.....	14
1	360	42	48		9,252	9,632	34,860	51,548	354	.....	.....	753	3,304	2	111	111	.....	2
21	358	72	75		35,267	34,744	79,623	170,524	.....	11,124	9,064	20,188	.....	3	125	125	.....	9
27	361	85	85		303,944	317,524	663,431	992,645	5,426	10,538	11,235	21,773	72,510	4	1,099	1,650	.....	76+
30	296	69	80		42,259	44,063	197,385	283,867	1,181	2,224	1,618	3,842	14,681	...	119	162	50,816	14+
13	304	69	69		28,308	29,101	90,218	138,066	.....	.....	.....	470	7,653	...	87	87	.....	3
...	304	69	69		18,528	18,669	59,213	79,812	.....	499	340	839	8,350	3	60	67	.....	3
1	285	18	18		4,485	4,900	13,636	15,334	.....	109	84	193	2,133	10	26	26	.....	1
...	...	32	32		.....	9,154	.....	38,529	.....	310	242	552	2,876	.....	.....	.....	.....	2
1	250	72	72		24,830	25,126	46,728	60,837	.....	.....	.....	2,014	5,000	.....	.....	.....	.....	3
3	...	72	72		9,789	10,298	41,970	49,983	.....	.....	.....	853	5,345	.....	.....	.....	.....	3
1	304	45	45		.....	*18,500	20,955	36,920	.....	.....	.....	439	3,000	5	91	91	.....	2
17	305	72	72		19,104	20,033	75,371	96,950	.....	1,108	607	1,715	15,868	...	73	73	.....	3+
1	305	63	66		17,689	18,668	48,855	63,613	.....	2,458	936	3,394	.....	2	125	125	.....	4
16	361	72	76		28,679	28,968	60,716	112,353	.....	.....	.....	1,832	5,762	3	106	116	.....	...
1	360	67	67		35,337	36,813	57,164	72,039	.....	.....	.....	1,607	6,447	...	80	80	.....	3+
2	303	61	61		32,025	32,663	42,607	58,329	.....	725	150	870	4,489	...	63	63	.....	5
...	364	64	64		32,858	35,635	91,599	136,082	1,279	.....	.....	.....	20,940	...	96	96	.....	...
66	297	72	72		24,410	27,320	74,164	101,106	.....	.....	.....	3,068	3,068	...	118	162	.....	7
24	362	72	79		59,269	64,408	290,044	523,946	.....	13,604	2,352	15,956	29,774	2	377	551	.....	25+
125	305	.....	.....		250,618	286,839	584,902	795,239	.....	.....	.....	17,189	42,729	3	209	2,370	.....	193
156	363	72	80		386,857	428,185	1,985,678	3,334,895	30,405	50,727	15,043	65,770	153,784	3	5,493	3,493	.....	195
205	361	72	79		223,962	229,503	626,145	1,117,916	15,649	6,482	3,820	10,302	55,222	5	272	824	.....	62+
211	303	72	72		108,541	111,009	135,161	172,110	.....	.....	.....	2,723	34,909	5	275	275	.....	16
15	342	81	81		117,602	120,159	273,459	383,508	200	.....	.....	5,033	26,612	3	376	394	392,080	20+
24	340	70	70		76,352	78,502	223,470	324,275	.....	.....	.....	4,799	13,377	3	.....	.....	.....	18
5	303	69	73		*87,800	*89,500	105,068	171,241	9,545	2,144	1,048	3,192	17,256	5	366	425	.....	13
1	306	72	75		17,828	18,187	35,257	61,927	1,572	359	1,961	4,768	...	137	137	4+
...	246	34	34		5,983	6,664	26,405	188	157	345	2,327	3	27	27	2

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City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ³	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Marlborough, Mass., P. l.....	15	14	.....	.....	6,252	1,380	7,632	1,737	←	193	4,025	←	7,632
Marquette, Mich. P'r. White p. l.	13	.....	.....	.....	.....	.....	.....	2,465	556	588	7,049	←	13,448
Marshalltown, Iowa, P. l.....	16	16	100	.10	10,638	.....	12,419	1,551	238	600	4,822	600	10,330
Mason City, Iowa, P. l.....	20	5	25	.50	22,071	.....	27,242	3,107	458	966	10,106	1,072	20,072
Medford, Mass., P. l.....	41	41	100	.....	15,935	134	16,924	3,015	297	1,974	6,748	1,265	16,444
Mexico, Mo., P. l.....	6	.....	.....	.05	2,349	.....	3,197	1,210	←	.....	600	163	2,403
Middletown, Conn., Russell l.....	22	*19	75	.04+	8,500	2,210	12,023	2,198	397	600	5,113	764	11,229
Milton, Mass., P. l.....	9	22	.....	.....	13,887	1,166	17,311	2,202	439	457	7,651	1,565	15,899
Milwaukee, Wis., P. l.....	538c	681	.....	.03	234,384	3,192	282,469	53,896	3,391	13,340	107,931	18,231	246,218
Minneapolis, Minn., P. l.....	796c	262	40	.10	264,617	6,000	288,329	22,664	5,655	16,752	176,226	22,842	283,955
Minot, N. D., F. p. l.....	10	10	100	.09+	4,678	.....	8,697	765	197	.....	3,570	727	6,644
Montclair, N. J., F. p. l.....	29	59	.....	.03	23,771	.....	23,771	2,303	.....	1,474	12,396	2,643	23,771
Montpelier, Vt. Kellogg-Hubbard l	7	.....	.....	.....	.....	9,488	9,806	2,005	←	←	4,546	←	9,163
Mooresville, Ind., P. l.....	3t	.....	.....	.05	1,354	.....	3,281	140	63	.....	528	261	1,543
Muncie, Ind., P. l.....	39	61	75	.50	28,029	.....	.....	4,759	1,607	1,071	8,442	1,200	19,989
Muscatine, Ia., P. M. Musser. p. l.	16	13	50	.20	8,092	.....	10,617	1,423	206	282	3,860	940	9,241
Muskogee, Okla., P. l.....	30	30	60	.06	15,163	.....	17,053	2,950	321	1,296	4,945	1,020	16,908
Napa, Cal., Goodman l.....	21	.....	.....	.....	2,916	.....	6,065	195	373	207	1,832	315	4,115
Nashua, N. H., P. l.....	29	.....	.....	.....	.....	1,020	.....	1,700	400	500	4,900	←	9,000
Nashville, Tenn., Carnegie l.....	118	115	.....	Ap.	25,000	.....	27,128	2,511	809	543	15,493	2,702	26,268
Naugatuck, Conn., Howard Whittemore Mem. l.....	*18	13	.....	En.	.....	5,470	5,726	620	.....	15	1,188	990	3,566
Nevada, Mo., P. l.....	7	2	100	.03	1,983	.....	2,283	500	78	140	720	420	.....
New Bedford, Mass., P. l.....	121	144	.....	.25	54,564	13,871	70,004	7,142	1,673	2,795	33,896	16,550	69,133
New Haven, Conn., F. p. l.....	.....	.....	.....	.....	75,000	3,890	89,954	15,375	522	6,334	45,602	8,147	86,697
New Rochelle, N. Y., P. l.....	36	76	100	.....	20,843	.....	22,794	3,573	480	1,004	11,169	1,971	22,794
N. Y. City Mercantile l. ass'n.....	.....	.....	.....	S	.....	.....	26,592	5,226	484	125	11,274	.....	26,162
New York City, P. l. (boroughs of Manhattan, The Bronx and Richmond).....	*3,179	6,859	.....	.....	1,098,628	68,971	1,274,953	147,750	10,665	79,453	817,766	72,882	1,254,417
N. Y. City, Queens Borough p. l.	*550	719	.....	.03+	254,906	.....	276,804	35,143	3,456	8,699	146,214	17,951	256,015
Newark, N. J., F. p. l.....	415	53503+	220,000	220,033	31,746	4,410	8,794	105,614	12,130	219,115

PUBLIC LIBRARIES

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										Adult	Juvenile	Total			Titles	Cops.		
1	305	60	60	49,407	600	10	80	80	3	
9	303	72	76	29,550	30,538	61,918	96,797	522	12,562	..	198	198	5	
4	306	75	75	16,853	16,590	60,712	81,425	.....	.....	.....	1,472	6,331	..	62	62	.....	4
14	307	75	78	23,321	25,148	74,754	133,431	471	1,671	810	2,481	6,978	4	148	148	.....	7
.....	300	57	57	58,532	60,213	52,651	97,509	.....	.....	.....	.....	.....	3	.....	.....	.....	.....
1	309	30	30	650	693	10,609	22,120	.....	.....	.....	851	1,627	2	16	16	.....	1
9	305	72	72	21,516	23,061	60,824	90,322	610	829	581	1,410	6,806	5	74	74	.....	6+
14	327	61	61	32,319	33,010	71,720	96,550	1,067	.....	.....	425	4,668	..	134	134	.....	7
240	.....	.....	.....	410,148	456,750	1,395,848	2,199,359	7,654	.....	.....	39,093	96,483	3	528	528	.....	116
208	315	72	79	355,395	366,518	.....	1,465,591	.....	20,050	6,730	26,780	121,466	..	824	824	.....	168
.....	306	72	75	7,574	7,832	23,839	56,079	.....	499	428	927	4,158	3	85	85	.....	3
4	349	72	76	46,559	46,648	168,715	225,324	2,316	.....	.....	1,894	12,482	..	143	204	.....	11+
1	305	54	54	.....	33,124	46,662	67,906	.....	.....	.....	.....	3,366	..	105	105	.....	3
7	303	44	44	3,414	3,622	11,241	14,634	.....	.....	.....	192	1,526	9	27	27	.....	2
17	308	75	75	38,477	41,886	144,710	147,907	1,039	2,127	1,167	3,294	15,955	3	185	185	44,172	6	
3	305	72	72	17,567	17,783	.....	81,628	.....	.....	.....	556	6,957	4	101	101	.....	4
8	304	72	76	16,701	18,502	63,318	80,461	.....	1,874	933	2,807	5,978	2	127	127	20,103	8
1	357	72	75	*15,042	15,197	33,354	38,586	.....	.....	.....	462	2,081	2	.....	.....	.....	2
2	305	72	75	41,785	43,078	88,421	107,540	.....	471	472	943	.....	.....	129	129	.....	.....
5	307	72	78	90,631	94,666	116,499	186,811	.....	1,478	2,603	4,081	18,069	5	.....	.....	.....	16
1	251	16	16	15,719	16,012	33,239	40,660	.....	.....	.....	353	.....	.....	63	63	.....	3
1	312	35	35	3,861	4,250	.....	.....	.....	.....	.....	.....	2,726	.....	40	40	.....	1
31	365	72	79	173,778	176,004	209,267	543,739	118,745	3,631	1,881	5,512	45,786	.....	.....	.....	.....	25
6	335	72	76	155,937	159,969	544,952	702,085	.....	.....	.....	17,297	31,782	2	*400	*400	.....	36+
5	303	72	76	47,639	50,337	124,434	171,260	465	1,299	864	2,163	13,246	5	164	164	19,430	9	
.....	303	.....	.....	205,206	208,382	.....	69,853	.....	.....	.....	415	.....	.....	.....	.....	3,003	.....
504	365	82	82	1,157,414	1,161,608	6,250,126	10,226,366	59,835	81,427	61,625	143,052	.....	3	453	4,385	.....	593
120	308	72	72	287,260	299,440	1,416,589	1,967,571	.....	14,899	14,889	29,788	361,223	5	220	1,345	.....	99
73	363	75	82	249,233	257,762	348,919	822,011	100,173	14,641	4,675	18,716	51,446	3	1,200	1,500	98	

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					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Newport, R.I., Redwood land ath..	30	.....	.....	S.	.....	8,265	15,167	4,093	.....	229	5,193	600	12,518
Newton, Mass., F. l.....	46	90	.....	Ap.	56,881	2,031	62,412	9,251	1,687	2,333	27,525	3,767	56,451
North Adams, Mass., P. l.....	22	22	.....	.....	8,750	177	8,927	1,248	376	112	4,391	864	8,785
N. Attleboro, Mass., Richards Mem. l.	5	9	.....	Ap.	5,000	.....	5,455	1,428	257	347	2,584	.....	5,442
Norwalk, Conn., So. Norwalk p. l..	27	.....	.....	.....	.....	.....	.....	840	201	284	3,273	←	5,263
Oak Park, Ill., P. l.....	40	17	50	.13	17,637	.....	34,668	4,018	4,479	691	10,363	1,470	20,883
Oakland, Cal., F. l.....	216	164	.....	.08+	135,972	.....	151,827	11,128	4,540	4,833	97,887	←	148,243
Ogden, Utah, Carnegie f. l.....	33	.....	.....	.02+	10,445	396	12,186	3,011	607	1,095	4,523	876	12,932
Okmulgee, Okla., City l.....	3	20	.....	.....	.....	.....	.....	786	70	.....	2,700	240	4,054
Olean, N. Y., P. l.....	21	15	.....	Ap.	7,300	.....	8,312	960	250	550	4,350	650	8,312
Olympia, Wash., Olympia and Thurston Co. p. l.....	31c	3	.....	Ap.	4,000	.....	5,611	488	124	229	2,004	624	5,554
Omaha, Neb., P. l.....	192	326	.....	.....	75,000	.....	85,746	16,761	2,653	7,003	35,028	5,848	85,746
Orange, N. J., F. l.....	49	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oshkosh, Wis., P. l.....	33	43	100	.....	18,770	3,320	23,625	4,454	591	704	9,214	2,256	21,275
Ottawa, Ill., Reddick's l.....	*5	.....	.....	.....	5,188	5,110	14,125	1,810	86	396	3,322	809	15,775
Paducah, Ky., Carnegie p. l.....	25	16	55	.....	5,750	.....	5,937	912	256	625	2,258	900	5,995
Palo Alto, Cal., P. l.....	6	.....	.....	.12	5,991	.....	7,851	939	328	499	3,915	190	6,736
Pasadena, Cal., P. l.....	48	76	.....	.....	56,046	.....	56,046	8,289	2,050	4,226	32,506	←	56,073
Paterson, N. J., F. p. l.....	136	143	100	Ap.	51,650	.....	56,157	8,288	1,747	2,128	26,320	7,824	54,870
Pawtucket, R. I., Deborah Cook Sayles p. l.....	65	113	65	.03	27,097	.....	27,097	4,888	305	1,552	12,660	2,519	27,097
Peoria, Ill., P. l.....	92	41	50	.10+	38,201	.....	40,158	4,709	1,867	5,088	14,160	2,383	36,007
Perth Amboy, N. J., P. l.....	42	36	50	.....	16,325	.....	16,325	3,769	442	900	7,988	←	16,323
Philadelphia, Pa., F. l.....	1,824	1,868	.....	.....	474,419	15,946	615,084	65,395	←	30,293	301,365	40,215	522,340
Pine Is., Minn., Van Horn p. l....	1	½	25	.40	1,610	1,500	3,371	224	64	7	1,500	.....	3,314
Pipestone, Minn., P. l.....	4	2	40	.16+	1,500	.....	3,011	277	113	61	580	237	2,091
Pittsburgh, Pa., Carnegie p. l. of Allegheny.....	*250	800	.....	Ap.	85,725	.....	91,016	11,290	3,282	6,612	30,925	16,836	78,806
Plainfield, N. J., P. l.....	28	41	.....	.04+	12,000	1,123	23,354	2,353	1,207	743	7,586	1,479	17,912
Pomona, Cal., P. l.....	*15	9	70	.16+	18,408	.....	26,635	3,811	508	758	11,482	830	19,324
Ponca City, Okla., Carn. l.....	8	.....	.....	.....	.....	.....	.....	488	42	.....	708	31	1,582

Committee on Library Administration)

The superimposed small figures in headings refer to Notes 1-4 following the tables.

Total no. agencies	Days open during year (cent. library)	Lending		Mrs. open each week (central library)	No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.)
		Adult	Juvenile							Total	Titles	Cops.						
1	302	48	48	66,754	68,191	14,123	21,213	.....	.....	.....	.....	525	.....	.....	.....	18,475	5
55	311	82	82	108,528	111,406	288,422	429,984	11,079	3,028	1,432	4,460	16,670	3	190	190	.....	24
11	365	66	70	40,385	40,382	56,920	92,899	.....	608	310	978	7,633	.....	127	127	.....	4
1	290	42	42	*16,000	.....	46,875	.....	.....	.....	.....	494	.....	.....	60	60	.....	6
1	303	66	72	.....	14,475	45,015	.....	.....	.....	.....	547	.....	.....	66	66	.....	3
.....	329	69	73	38,258	59,938	175,517	241,665	1,757	2,514	1,148	3,662	15,412	5	224	348	.....	8+
18	302	72	76	135,852	135,266	603,812	964,788	43,540	.....	.....	4,926	50,388	2	1,149	1,149	.....	84
15	301	66	76	21,143	22,332	84,453	141,503	2,314	1,781	1,218	2,999	15,890	.....	135	135	.....	.....
1	308	54	54	8,220	9,652	.....	52,900	.....	.....	.....	3,381	.....	6	70	70	.....	3
1	306	72	72	15,733	15,827	54,904	70,086	.....	1,103	783	1,886	5,916	3	106	106	26,006	4+
5	305	48	48	4,944	5,182	53,560	44,124	.....	786	328	1,114	5,884	5	45	45	.....	1+
57	355	69	76	157,849	167,259	.....	561,361	.....	.....	.....	11,267	378,011	3	378	425	85,769	39
29	301	60	.....	46,511	49,707	60,794	84,727	4,657	1,244	943	2,187	12,808	3	190	219	17,080	10+
21	340	72	76	37,447	38,873	146,788	192,985	1,002	2,899	1,086	3,985	13,539	3	124	167	.....	7+
1	301	72	72	17,590	18,398	62,065	80,046	.....	387	307	694	4,962	.....	49	49	.....	.....
5	306	72	72	19,310	19,767	54,317	75,356	.....	.....	.....	898	18,266	5	94	94	.....	3
1	354	78	78	14,848	15,672	33,536	65,565	.....	.....	.....	2,636	4,521	2	186	186	.....	3
17	357	72	75	74,922	78,313	346,988	542,500	.....	.....	.....	10,500	.....	4	286	532	.....	24+
18	301	67	79	76,116	78,598	233,508	330,569	4,191	3,881	4,483	8,364	24,704	3	387	387	.....	25+
14	308	72	76	41,009	45,161	144,033	198,515	.....	.....	.....	3,819	10,469	.....	165	191	.....	9
2	350	66	76	129,429	132,292	210,599	271,977	.....	4,689	1,960	6,649	12,305	2	265	293	.....	11+
14	293	72	72	17,967	19,940	76,023	111,818	1,392	689	1,096	1,785	*5,000	3	130	130	24,456	7	
113	302	72	72	595,398	606,551	2,778,979	3,992,278	.....	39,243	45,206	82,449	216,792	3	1,521	3,447	2,330,194	325
1	306	33	33	2,960	3,434	10,640	17,668	.....	42	33	75	862	.....	40	40	4,890	1
1	156	15	18	7,316	7,398	11,363	12,496	.....	.....	.....	290	1,296	.....	.....	.....	.....	.....
36	307	72	86	142,936	148,368	309,314	491,740	.....	3,586	2,309	5,895	81,260	31	645	645	188,514	29
7	363	82	82	61,515	62,879	75,705	113,353	583	636	933	1,569	13,362	.....	262	262	113,231	8+
12	353	72	75	42,992	45,235	115,543	163,684	114,663	2,178	164	2,342	8,730	3	132	135	.....	10+
1	356	34	34	3,525	4,210	20,226	.....	.....	.....	.....	668	2,628	.....	.....	.....	.....	6

STATISTICS OF

(According to form arranged by A. L. A.)

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes expenditures for binding.

An arrow (→) or (←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.

City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Pontico, Ill., P. l.	7	3	50	.13	3,500	.....	6,506	683	113	45	2,118	303	3,629
Portland, Ore., L. ass'n.	276	338e	.....	.07+	245,335	6,358	295,054	31,179	6,811	15,231	161,088	.....	247,097
Pottsville, Pa., F. p. l.	22	9	*25	.06+	4,991	100,000	109,682	1,638	165	658	3,676	360	9,173
Poughkeepsie, N. Y., Adriance Mem. l.	35	33	.....	.46pc	15,350	137	17,831	4,189	←	692	7,768	.....	16,465
Providence, R. I., Athenaeum. ....	.....	.....	.....	S.	.....	3,134	18,771	3,979	681	254	6,154	1,196	16,613
Providence, R. I., P. l.	238	.....	.....	.....	30,200	142,387	205,089	24,628	4,008	11,836	104,904	16,455	203,450
Quincy, Mass., T. Crane p. l.	48	56	90	A p.	32,136	1,134	34,846	7,130	765	1,771	14,777	2,955	34,846
Racine, Wis., P. l.	55	80	91	.04	34,000	.....	52,440	8,781	818	1,759	14,740	2,400	34,749
Red Wing, Minn., Carnegie-Lawther l.	9	8	.....	.10	3,891	.....	4,187	686	227	52	2,390	413	4,428
Redlands, Cal., A. K. Smiley p. l.	10	9	50	.12+	14,389	.....	20,858	1,308	704	1,338	8,013	←	14,431
Riverside, Cal., P. l.	50	11	.....	.18	30,552	.....	34,279	4,128	770	1,886	14,675	←	34,247
Roanoke, Va., P. l.	*60	51	60	.03+	15,540	.....	41,317	14,319	327	.....	8,129	760	29,650
Rochester, N. Y., P. l.	296	296	.....	.30	126,340	.....	136,306	23,607	2,365	6,740	53,816	6,432	115,213
Rockford, Ill., P. l.	66	42	50	.10+	44,070	.....	64,703	5,760	814	2,513	22,176	2,991	42,869
Rockport, Mass., P. l.	*4	5	.....	.....	2,000	270	2,574	166	109	96	870	244	1,898
Sacramento, Cal., City f. l.	*65	87	.....	A p.	.....	.....	.....	5,015	1,287	3,254	15,877	2,649	31,102
St. Charles, Ill., P. l.	*5	2	50	.18	3,375	.....	.....	463	128	62	1,308	696	4,034
St. Johnsbury, Vt., Athenaeum.	8	.....	.....	A p.	1,000	6,954	8,285	1,109	267	357	3,255	782	8,204
St. Joseph, Mo., P. l.	78	69	60	.08	37,650	.....	40,952	8,127	973	1,682	22,496	1,603	39,099
St. Louis, Mo., P. l.	773	.....	.....	.04	408,047	.....	662,497	68,184	6,707	33,610	194,399	44,895	396,744
St. Paul, Minn., P. l.	235	.....	.....	.....	190,200	.....	263,842	32,798	3,931	7,099	116,686	29,394	222,015
Salem, Mass., P. l.	43	45	100	.....	24,900	1,873	28,035	3,759	647	1,012	13,487	3,280	26,674
Salinas, Cal., Monterey Co. f. l.	28	.....	.....	.04	11,926	.....	22,719	6,530	1,270	636	7,596	202	18,948
San Anselmo, Cal., P. l.	2	.....	.....	.....	1,750	.....	2,468	668	125	.....	1,227	.....	2,430
San Antonio, Texas, Carnegie l.	161	.....	.....	.01+	16,139	.....	21,529	4,231	759	1,280	9,979	840	20,129
San Diego, Cal., P. l.	75	93	100	.07+	61,927	.....	73,089	12,815	1,791	2,544	38,027	2,386	66,543
San Francisco, Cal., Mech.-Mercan. l. ....	.....	.....	.....	S.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Santa Barbara, Cal., F. p. l.	41	79c	.....	.....	35,345	.....	38,836	10,053	1,256	307	15,525	2,120	37,191
Santa Rosa, Cal., F. p. l.	9	7	60	.10	6,578	.....	7,811	1,651	440	248	3,720	600	7,887
Sault Ste. Marie, Mich., Carnegie p. l.	12	16	100	.05	8,614	.....	9,456	1,742	289	125	2,878	600	8,495
Savannah, Ga., P. l.	44	.....	.....	A p.	25,000	.....	28,655	6,262	532	732	15,534	1,171	28,655

PUBLIC LIBRARIES

Committee on Library Administration)

Abbreviations: Ap., Appropriation; En., Endowment; S., Subscription; c., county; p. c., per capita; t., township. Further explanation of these abbreviations is given in Notes 1 and 2 following the tables.

The superimposed small figures in headings refer to Notes 1-4 following the tables.

Total no. agencies	Days open during year (cent. library)	Hrs. open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ⁴
		Lending	Reading						Adult	Juvenile	Total			Titles	Cops.		
1	295	66	66	11,015	11,567	33,009	46,247	.....	.....	.....	436	2,448	..	29	29	9,020	2+
212	364	75	82	513,627	331,943	795,081	2,037,545	20,147	17,053	7,199	24,252	111,313	5	1,211	4,112	402,664	108
1	310	72	72	14,510	15,816	74,962	99,912	762	.....	.....	960	8,588	4	74	74	.....	4
13	308	66	66	59,930	61,164	82,100	158,937	.....	1,462	2,440	3,902	8,777	3	88	88	.....	6
1	307	62	62	94,822	97,076	.....	.....	.....	.....	.....	.....	.....	..	320	330	.....	3+
114	358	72	86	230,692	245,716	573,289	685,949	←	11,621	6,455	18,076	46,190	3	1,453	1,751	.....	50+
17	342	72	76	47,556	49,167	251,946	372,437	.....	.....	.....	.....	.....	..	141	243	.....	11
.....	359	84	84	45,902	49,431	218,942	339,969	380	2,370	1,586	3,956	18,747	4	152	152	.....	14
1	339	48	51	9,313	9,320	32,283	44,139	.....	351	243	594	2,500	..	82	82	.....	3
7	362	72	.....	34,994	36,135	83,634	121,446	23,081	1,401	429	1,830	4,967	..	214	214	.....	11
106	364	79	79	74,271	77,178	.....	234,933	.....	.....	.....	2,098	15,712	6	405	405	.....	9+
9	364	66	69	.....	11,343	40,231	54,976	.....	.....	.....	.....	6,188	5	126	126	.....	6
.....	365	49	49	107,138	117,510	535,518	1,228,252	.....	6,258	4,404	10,662	43,984	3	386	990	.....	46
23	305	72	75	82,015	83,650	116,598	320,419	.....	4,270	1,862	6,132	16,625	3	.....	.....	.....	14+
.....	153	18	18	8,489	8,600	16,857	18,351	.....	.....	.....	155	1,028	..	47	47	.....	2
9	365	72	80	92,663	95,875	96,936	175,960	.....	.....	.....	5,394	26,804	3	.....	.....	.....	13
1	303	36	36	7,309	7,516	.....	29,408	.....	119	120	239	1,297	..	52	52	.....	.....
1	360	69	71	*25,000	*25,862	34,339	40,877	.....	265	254	519	2,903	..	67	67	.....	5
31	307	72	72	90,264	92,962	249,570	368,643	.....	3,581	2,626	6,207	18,698	2	.....	.....	.....	23
256	361	72	85	607,617	634,777	1,236,917	2,308,533	21,310	29,431	16,752	46,183	130,116	3	2,477	3,823	703,434	230
144	358	75	79	256,704	278,544	.....	1,385,688	36,354	10,646	4,462	15,108	81,493	5	883	1,345	.....	111
4	302	72	78	70,483	71,183	119,550	178,046	.....	952	760	1,722	.....	..	162	175	.....	20
105	305	42	.....	31,976	37,566	.....	.....	.....	.....	.....	1,206	7,967	..	366	366	.....	4+
1	305	42	42	4,524	4,801	17,615	19,092	.....	.....	.....	72	1,143	2	39	39	.....	2
28	358	75	79	57,013	57,716	101,376	159,934	.....	.....	.....	5,028	19,486	..	135	135	.....	10
59	361	72	78	82,592	89,473	416,261	766,658	8,229	8,151	2,058	10,209	36,275	5	319	386	.....	29+
.....	363	84	.....	80,776	84,056	.....	175,502	.....	.....	.....	.....	.....	..	.....	.....	.....	.....
88	361	75	75	65,188	70,424	.....	293,340	.....	.....	.....	2,286	*25,104	3	.....	.....	.....	11+
11	359	70	70	28,681	29,367	90,907	139,620	2,874	.....	.....	1,379	5,474	..	.....	.....	.....	4
1	305	63	63	14,534	14,812	37,935	62,619	.....	.....	.....	1,286	.....	..	77	77	24,941	3+
3	359	81	81	24,185	26,607	136,404	172,890	.....	2,008	1,822	3,830	10,554	3	156	164	.....	11+

Committee on Library Administration)

The superimposed small figures in headings refer to Notes 1-4 following the tables.

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Total no. agencies	Days open during year (cent. library)	Days open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ^{1/4}
		Lending	Reading						Adult	Juvenile	Total			Titles	Cops.		
147	365	78	86	335,509	348,146	1,346,498	2,048,897	48,961	30,532	12,086	42,616	81,046	2	1,079	1,662	.....	136
10	308	69	76	22,419	22,494	62,007	108,543	.....	1,184	599	1,783	5,424	3	137	137	.....	4
1	304	66	66	16,573	17,317	30,351	43,469	.....	.....	.....	552	2,397	3	.....	.....	.....	3
4	302	66	66	18,684	19,049	31,189	49,307	.....	119	256	375	.....	..	93	93	.....	6
1	356	54	64	6,689	6,886	33,530	39,315	.....	.....	.....	812	4,514	5	47	47	6,220	2
4	300	24	24	13,555	13,678	12,509	17,519	.....	79	16	95	3,841	49	69	69	6,285	3
18	358	72	74	69,043	71,160	171,988	289,647	7,532	3,847	2,182	6,029	26,500	4	325	325	.....	16
.....	302	72	72	115,350	111,815	324,140	482,048	1,166	5,420	3,581	9,001	15,969	2	225	494	.....	39
1	346	72	72	10,796	12,008	34,626	43,038	.....	.....	.....	.....	2,175	..	46	46	4,633	2
15	359	72	79	94,292	96,885	381,312	550,960	3,080	7,856	4,135	11,991	44,039	5	842	1,150	.....	30
9	305	72	76	21,085	24,151	56,048	113,763	.....	.....	.....	2,330	11,897	..	94	115	.....	.....
.....	331	78	78	39,782	41,725	112,433	210,852	350	1,054	1,139	2,193	27,588	..	91	91	.....	11
3	302	51	51	13,000	13,193	11,575	17,177	.....	.....	.....	500	.....	..	41	41	.....	4
73	357	72	70	82,764	85,057	.....	331,667	1,153	.....	.....	7,905	17,502	.....	283	283	.....	14
1	318	69	72	22,926	23,454	49,384	59,826	.....	.....	.....	793	4,709	3	96	96	.....	2
1	104	10	10	.....	.....	3,443	5,092	.....	.....	.....	81	170	..	13	13	.....	2
1	305	57	57	18,543	22,096	53,677	65,962	176	646	259	905	5,384	..	70	70	.....	3
10	363	72	75	41,649	44,153	133,691	216,598	39,318	2,035	915	2,950	12,801	4	165	169	.....	9+
63	360	72	80	156,012	161,688	624,829	847,640	9,341	16,469	11,287	27,756	76,339	3	494	494	242,708	28
58	358	76	83	92,151	97,096	321,463	589,697	2,854	4,748	1,989	6,737	32,899	4	391	479	.....	23+
30	.....	72	76	62,607	69,205	227,025	395,433	1,143	.....	.....	7,593	19,750	2	320	320	.....	18
59	360	78	82	152,947	153,000	681,562	1,103,371	.....	7,662	5,498	13,160	69,333	3	.....	.....	.....	50+
17	.....	.....	.....	364,706	382,737	1,378,521	1,645,955	.....	18,060	9,754	27,814	181,908	3	403	745	.....	145
1	307	45	45	14,851	15,747	117,155	.....	.....	.....	.....	2,529	.....	.....	.....	.....	.....	4
3	358	54	57	18,033	18,685	.....	.....	.....	.....	.....	785	3,320	..	113	113	17,764	4
.....	307	72	72	94,158	98,556	311,472	452,661	30,247	2,935	2,601	5,536	*30,000	3	250	250	47,668	31
6	319	72	76	54,304	55,217	80,566	114,714	.....	2,045	904	2,959	11,545	3	136	136	.....	9
1	360	36	39	4,593	5,006	.....	34,185	.....	.....	.....	580	1,931	5	43	43	.....	2+
43	308	72	76	100,870	105,068	315,902	495,911	12,662	4,372	2,329	6,701	24,235	3	293	342	97,319	30+
1	305	.....	.....	4,534	4,735	11,250	12,903	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

STATISTICS OF

(According to form arranged by A. L. A.)

An asterisk (*) indicates that the figures given are estimated or approximate.
 A dagger (†) indicates that the amount expended for books includes expenditures for binding.

An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.

City or town and name of library	Population served ¹ (expressed in thousands)	Assessed valuation of city or town (expressed in millions)	Assessed valuation expressed in per cent of true value	Rate of levy for library purposes ²	Receipts			Expenditures for maintenance					
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding	Salaries (library service)	Salaries (janitor service)	Total
Vineland, N. J., F. p. l.....	17	4	.....	.05	2,925	80	3,530	796	130	212	1,336	252	3,448
Virginia, Minn., P. l.....	*15	19	.....	.16	30,928	.....	32,333	4,446	906	1,155	9,672	1,370	35,849
Wakefield, Mass., Beebe town l...	13	14	.....	Ap.	7,358	1,582	8,941	3,192	256	553	3,727	104	8,941
Waltham, Mass., P. l.....	31	41	.....	.....	.....	.....	.....	6,201	←	1,782	13,900	2,600	30,809
Washington, D. C. P. l. of Dist. of Col.	438	435	66	Ap.	150,756	90	168,532	18,960	818	8,162	100,001	10,784	157,447
Waterbury, Conn., Silas Bronson l.	100	131	90	.02	25,000	15,106	43,555	8,689	936	3,242	20,754	3,233	43,865
Waterloo, Iowa, P. l.....	36	7	25	.....	31,494	.....	31,755	1,594	918	653	17,965	2,516	28,201
Watertown, Mass., F. p. l.....	21	30	.....	.....	16,510	374	22,469	2,187	506	602	9,134	1,186	16,867
Watertown, Wis., F. p. l.....	9	13	100	Ap.	9,221	258	13,103	1,937	244	323	3,450	960	9,259
Waterville, Me., F. p. l.....	13	11	33	.....	5,499	20	6,520	2,012	256	116	1,858	900	6,415
Westfield, Ind., P. l.....	3†	7†	.....	.....	1,125	.....	2,274	410	47	98	423	195	1,928
Westfield, Mass., Athenaeum	19	.....	.....	.55pc	8,655	1,288	11,377	2,772	←	.....	6,204	.....	11,377
Westfield, N. Y., Patterson l.....	4	4	.....	En.	100	6,379	10,183	1,121	199	.....	1,700	890	5,574
Weymouth, Mass., Tufts l.....	15	15	.....	.....	7,900	1,232	12,161	3,036	388	694	2,717	651	10,313
White Plains, N. Y., P. l.....	21	37	100	.03	12,380	.....	12,360	2,600	400	700	5,700	1,000	12,380
Whiting, Ind., P. l.....	10	28	75	.04+	11,328	.....	16,187	1,697	307	184	3,382	1,569	9,291
Wichita, Kan., City l.....	79	107	.....	.02+	24,250	.....	29,033	6,935	←	←	12,289	1,080	26,257
Wilkes-Barre, Pa., Osterhof t. l.....	.....	.....	.....	En.	.....	27,392	31,487	4,986	487	1,428	14,185	1,597	26,946
Williamsport, Pa. James V. Brown l.	50	23	.....	.....	.....	8,853	11,704	473	452	472	6,045	1,035	11,704
Williston, N. D., James Mem. l.	4	3	65	.04	2,798	.....	6,232	613	130	143	1,951	900	5,236
Wilmington, Del., Wilm. Inst. f. l.	110	110	.....	.....	24,289	2,350	71,951	9,768	1,083	2,363	26,914	1,718	48,767
Wilmington, N. C., P. l.....	33	45	.....	Ap.	2,267	.....	2,497	238	195	.....	1,420	156	2,497
Winnetka, Ill., F. p. l.....	8	5	.....	.13	5,780	85	7,467	993	.....	394	4,781	.....	7,042
Winston-Salem, N. C., Carnegie p. l.	32	.....	.....	.....	9,541	.....	.....	659	.....	.....	4,006	1,040	6,460
Winthrop, Mass., P. l.....	15	19	.....	.....	6,171	.....	6,171	1,164	178	142	2,394	744	6,056
Woodstock, Vt., Nor. Williams p. l.	*2	.....	.....	En.	.....	*3,000	.....	.....	.....	.....	.....	.....	.....
Woonsocket, R. I., Harris Inst. l.	43	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Worcester, Mass., F. p. l.....	180	232	.....	.12+	123,432	5,152	137,375	17,531	3,212	8,669	70,540	14,482	133,246
Youngtown O., Reuben McMillan f. l.	132	.....	.....	.....	43,180	.....	72,248	8,120	1,633	4,613	31,946	←	65,067

PUBLIC LIBRARIES

Committee on Library Administration)

Abbreviations: Ap., Appropriation; En., Endowment; S., Subscription; c., county; p. c., per capita; t., township. Further explanation of these abbreviations is given in Notes 1 and 2 following the tables.

The superimposed small figures in headings refer to Notes 1-4 following the tables.

Total no. agencies	Days open during year (cent. library)			Lending	Hrs. open each week (central library)	Reading	No. of vols. at beginning of year	Total no. of vols. at end of year	No. of vols. fiction lent for home use	Total no. of vols. lent for home use	No. of pictures, etc., lent for home use	Borrowers registered during year			Total registration	Registration period in years	No. of newspapers and periodicals currently received		No. of persons using library for reading or study	Staff (not incl. janitors, etc.) ⁴
	Adult	Juvenile	Total									Titles	Cops.							
.....	302	30	30	8,353	8,346	43,001	56,743	.....	400	377	777	4,100	..	43	43	.....	2+	
7	357	72	80	20,967	21,254	65,671	107,791	.....	624	684	1,308	9,278	5	206	206	.....	12	
2	299	63	63	20,464	21,455	*72,604	93,999	.....	.....	.....	780	6,385	5	68	68	.....	7+
.....	302	72	72	60,319	62,200	108,423	182,220	.....	1,156	662	1,818	11,205	5	192	267	.....	9	
137	302	66	72	227,884	237,738	575,145	1,008,614	72,765	15,038	4,264	19,302	59,932	3	545	785	.....	83		
.....	304	72	76	115,863	117,899	273,234	393,658	1,423	.....	.....	4,561	10,041	2	167	208	.....	13+
23	331	72	76	38,922	40,698	114,431	239,864	9,000	.....	.....	3,869	9,281	3	195	306	.....	13
11	329	72	75	47,264	48,323	91,855	137,970	.....	587	616	1,203	6,522	3	118	184	.....	8	
1	305	66	66	10,702	11,640	50,112	70,668	.....	.....	.....	647	4,124	..	92	92	.....	.....	
1	304	66	66	*17,288	18,286	35,621	49,672	.....	.....	.....	845	3,740	..	70	75	.....	2
6	304	45	.....	3,055	3,386	8,323	10,726	.....	25	84	109	1,229	..	23	23	.....	2
1	361	67	77	30,000	30,442	.....	128,934	7,339	.....	.....	1,100	7,500	5	129	129	.....	4+
1	303	50	50	18,659	19,207	22,460	37,099	.....	.....	.....	318	2,592	4	81	81	.....	2+
16	310	34	34	32,245	33,264	46,402	67,741	.....	.....	.....	527	6,172	..	146	146	.....	3
1	302	72	72	27,200	28,658	133,942	159,581	.....	.....	.....	1,331	14,715	..	118	118	65,288	5
3	345	60	63	16,491	17,399	31,284	47,544	208	.....	.....	491	3,696	5	87	98	.....	3
26	364	72	76	26,603	28,819	.....	225,505	.....	4,985	2,565	7,550	21,199	5	243	257	.....	10+
1	339	.....	.....	53,348	54,280	161,878	230,801	.....	3,295	1,573	4,868	27,705	5	166	175	.....	10+
3	305	72	72	29,310	30,253	54,805	75,232	.....	1,432	532	1,964	5,020	..	*120	*120	.....	5+	
1	362	36	40	5,465	5,705	17,439	22,636	.....	335	176	511	2,026	..	41	41	9,069	2		
36	307	75	83	103,532	106,348	266,759	422,076	.....	4,378	2,949	7,327	21,639	3	303	328	.....	20	
1	306	57	57	9,135	9,701	.....	18,615	7,028	.....	.....	542	.....	..	52	52	.....	2
1	306	48	48	12,304	12,946	39,255	50,950	.....	341	243	584	3,348	3	75	75	.....	3	
1	301	48	48	12,244	12,867	41,391	45,301	.....	513	313	826	3,086	..	66	66	15,565	3		
2	302	45	45	15,146	15,799	45,644	59,709	.....	464	354	818	6,364	5	67	67	.....	.....	
1	.....	38	38	.....	.....	23,360	.....	.....	.....	.....	250	11,358	37	.....	.....	.....	2+
1	303	42	42	23,407	24,697	32,681	45,441	.....	.....	.....	892	6,002	..	112	112	.....	2+
*78	365	.....	.....	237,554	265,032	.....	689,456	4,766	.....	.....	7,665	35,213	..	475	475	.....	57+
.....	350	76	76	93,156	97,775	260,180	512,005	.....	5,435	2,769	8,204	.....	3	350	350	.....	20+

STATISTICS OF COLLEGES

(According to form arranged by A. L.

An asterisk (*) indicates that the figures given are estimated or approximate.

A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

City or town and name of library	Faculty	Students (collegiate)	Students (sub-collegiate, summer, extension, etc.)	Total income of institution served	Receipts for library			Expenditures for		
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding
Amer. Geog. Soc. I., New York City.....										
Amherst College I., Amherst, Mass.....	55	520		475,000	18,000	6,500		7,338	1,345	1,451
Arizona Univ. I., Tucson, Ariz.....	95	1,151	581					3,464	1,100	725
Baker Univ. I., Baldwin, Kan.....	35	511	14	105,368	5,487	7,060		1,141	390	228
Boston Univ., Coll. Lib. Arts I., Boston, Mass.....	104	1,300	561							
Brown Univ. I., Providence, R. I. ¹	126	1,367	881	682,588	33,446	9,233	51,557	17,452	←	2,906
California State I., Sacramento, Cal.....					130,000		139,622	20,807	←	3,988
Chicago, Art Institute, Ryerson I.....	35		4,267							
Coast Artil. School I., Ft. Monroe, Va.....								2,500	←	←
Coe College I., Cedar Rapids, Ia.....	80	670	729	198,489	2,000	50	3,407	1,781	355	537
Cornell Univ. I., Ithaca, N. Y.....										
Dartmouth Coll. I., Hanover, N. H.....	176	1,888		750,000		33,280		15,545	2,739	3,989
Drew Theol. Sem. I., Madison, N. J.....	32	125			4,065	1,300	5,664	1,447†	179	
Franklin Institute I., Phila., Pa.....								2,023	1,368	1,131
Geo. Peabody Coll. I., Nashville, Tenn.....	44	455	1,924	241,000	10,000		10,000	1,682	478	370
Goucher Coll. I., Baltimore, Md.....	78	855						3,959	←	524
Greensboro Coll. I., Greensboro, N. C.....	33	268		57,000	2,529		2,565	493	183	99
Grinnell Coll. I., Grinnell, Ia.....	73	815		300,000	15,780		15,780	3,403	754	1,106
Grosvenor I., Buffalo, N. Y.....					47,448	1,458	63,562	19,918	2,029	784
Harvard Univ. I., Cambridge, Mass.....	1,142	6,073	2,377	5,736,000	97,567	99,257	225,298	65,413	←	6,419
Illinois State I., Springfield, Ill.....					17,225		17,225			
Illinois Univ. I., Urbana, Ill.....	1,065	9,538	1,089		193,513		193,513	81,150	←	←
Indiana State I., Indianapolis, Ind.....					31,000		31,016	6,984	←	←
Indiana Univ. I., Bloomington, Ind.....	211	3,914	←	1,000,000	15,456			13,336	←	2,149
Iowa Univ. I., Iowa City, Ia ⁴	500	5,000	1,800	*700,000	25,000			22,797	4,036	5,069
Ithaca Pub. Schools I., Ithaca, N. Y.....										
James Millikin Univ. I., Decatur, Ill.....	59	1,179	6							
The John Crerar I., Chicago.....						240,034	241,951	19,581	8,625	13,698
Lake Forest Coll. I., Lake Forest, Ill.....	22	192								
Library of Congress, Washington, D. C.....								93,000	5,000	123,759
Maine Univ. I., Orono, Me.....	118	1,150	316	553,000				2,434	1,680	947
Maryland Univ. I., College Park, Md.....	90	678	380	549,816	1,300			550	125	493
Mass. Inst. Tech. I., Cambridge, Mass.....	375	3,436	1,487	1,684,297	34,758	580	35,338	6,500	2,850	3,150
Massachusetts State I., Boston, Mass.....								7,043	←	2,935
Metr. Mus. of Art I., New York City.....										
Mich. State Nor. Coll. I., Ypsilanti, Mich.....	160	1,500	2,500							

D REFERENCE LIBRARIES

(Committee on Library Administration)

An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes at end of table.

Maintenance (library service)	Salaries (janitor service)	Total	Departmental or semi- library libraries	Days open during year (central library)	Hours open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Newsp., per., proc's and trans. currently rec'd.	Total no. of vols. lent for home use (incl. overnight)	Recorded reading room use (total no. of vols. used in building)	Inter-library or extension service loans	Borrowers registered dur- ing year	No. of persons using library for reading or study	Library staff (full time)	Part-time library employees	Hrs. of work per wk.	No. of days vacation
					Lending	Reading													
...	...	...	...	304	...	...	57,210	59,331	...	700	...	...	...	...	...	7	...	38	30
4,500	...	29,466	...	360	93	93	126,168	129,660	...	*300	17,404	...	...	...	...	9	4	40	31
7,900	900	16,245	...	72	72	...	38,059	39,340	...	*500	10,267	...	166	...	...	4	4	42	31
4,474	...	7,060	3	265	46	46	36,386	36,917	27,201	170	4,265	16,761	...	...	...	2	6	46	...
...	...	...	...	185	44	44	21,019	22,789	15,046	142	8,801	...	...	...	69,603	4	8	...	...
7,730	...	46,798	21	340	89	89	258,300	269,150	...	*1,200	11,147	...	...	...	...	14	15	39	31
1,131	...	139,122	...	305	42	42	328,767	357,039	...	1,072	55,374	...	...	...	...	60	...	...	...
...	...	...	...	1	358	...	16,454	17,373	...	159	4,209	...	...	625	85,613	11	20	40	21
...	...	...	...	3	310	42	42	*40,000	...	180	*2,400	...	...	...	...	8	...	...	...
2,915	494	...	2	225	56	56	17,496	18,557	...	123	...	...	...	...	...	6	4	40	84
...	...	...	...	309	...	...	630,637	655,086	...	...	39,278	...	...	...	...	...	...	...	...
7,750	563	44,516	9	362	90	90	157,292	165,353	...	900	22,836	...	...	...	...	10	15	39	42
4,280	...	5,513	8	310	78	78	131,963	135,301	...	207	*2,409	...	...	172	...	2	6	...	...
7,558	...	...	...	300	43	43	74,668	75,912	18,254	...	*2,000	...	200	...	...	4	1	43	14
4,034	1,090	10,200	...	307	72	72	25,970	27,410	...	250	13,736	...	25	...	99,397	4	5	41	31
9,933	...	...	...	255	63	63	27,324	30,331	1,462	207	10,419	16,000	...	720	...	7	4	42	60
7,775	...	2,558	...	209	57	57	7,835	8,161	2,250	...	...	...	...	301	...	1	2	...	...
4,501	250	15,102	4	309	76	76	63,560	65,956	←	331	17,446	...	...	...	...	5	6	42	31
6,075	2,470	63,407	...	334	...	82	139,068	146,550	*10,000	924	...	...	...	...	48,504	16	22	...	...
9,475	19,133	225,298	55	345	51	87	2,028,100	2,100,200	←	...	96,264	...	924	5,806	...	65	32	...	...
8,800	1,000	...	...	303	46	46	*75,370	*78,407	*42,000	195	...	...	...	...	...	7	1	...	...
9,933	...	193,513	7	338	84	57	478,962	509,535	57,846	6,900	118,760	93,018	432	*7,500	...	53	24	...	30
9,976	←	31,016	...	305	54	54	88,373	91,753	*80,000	...	16,910	...	...	584	10,380	14	...	43	30
6,400	...	...	10	310	79	79	135,129	141,658	...	1,025	26,991	152,940	*600	4,125	*5,000	11	30	39	...
9,340	...	...	22	309	84	84	183,779	200,583	...	*1,000	...	...	1,790	...	...	15	13	40	30
...	...	...	...	6	36	...	6,067	6,283	711	27	6,716	...	...	148,151	136,173	3	2	...	...
...	...	...	...	52	55	...	13,570	15,205	...	155	3,265	...	...	...	...	2	4	...	...
9,299	...	158,470	...	309	...	54	425,565	438,421	304,813	...	...	76,613	1,577	...	57,328	51	2	42	26
...	...	...	...	46	46	...	32,034	32,503	...	...	...	...	...	...	...	...	...	...	...
4,990	...	952,631	...	363	86	86	2,831,333	2,913,256	←	8,029	...	...	...	...	...	443	...	...	...
5,521	...	11,298	2	345	70	70	...	70,558	22,228	...	9,027	11,484	76	...	...	4	4	42	30
8,420	...	4,720	...	76	76	...	*8,576	*10,000	*1,625	50	2,618	...	50	...	...	3	3	45	30
6,608	...	35,338	10	305	72	72	192,228	199,360	←	875	24,392	...	...	...	...	12	6	39	14
4,016	1,250	...	...	...	...	...	204,337	209,569	188,542	...	...	...	...	...	...	21	...	...	...
...	...	...	...	303	...	43	38,933	40,823	...	219	...	...	...	...	23,217	11	...	...	...
...	...	...	...	305	66	80	49,607	51,117	...	...	*200,000	...	...	*4,160	...	...	...	36	...

STATISTICS OF COLLEGES

(According to form arranged by A. L. ...)

An asterisk (*) indicates that the figures given are estimated or approximate.

A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

City or town and name of library	Faculty	Students (collegiate)	Students (sub-collegiate, summer, extension, etc.)	Total income of institution served	Receipts for library			Expenditures for		
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding
Michigan Univ. I., Ann Arbor, Mich.....	760	10,643	.....	5,294,394	154,589	3,359	.....	38,714	3,341	7,04
Missionary Research I., New York City.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi Univ. I., University, Miss.....	41	677	.....	150,000	.....	.....	.....	.....	.....	.....
Missouri Univ. I., Columbia, Mo.....	334	4,922	413	.....	19,000	5,000	24,000	19,472	2,500	2,02
New Hamp. Coll. I., Durham, N. H.....	75	891	.....	.....	9,541	100	9,911	2,200	600	40
N. Y. Hist. Soc. I., New York City.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Y. State Coll. Teach. I., Albany, N. Y.....	60	539	1,170	202,358	3,989	.....	3,989	390	225	20
New York State I., Albany, N. Y.....	.....	.....	.....	.....	246,595	.....	256,753	72,821	.....	.....
Newberry I., Chicago, Ill.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
N. Dak. Agr. Coll. I., Fargo, N. D.....	63	473	673	719,435	9,700	.....	9,700	2,630	978	55
N. D. State Teach. Coll. I., Valley City, N. D.....	48	*512	*342	150,000	2,500	.....	.....	.....	.....	.....
N. D. Univ. I., Grand Forks, N. D.....	150	1,200	300	.....	10,800	.....	11,028	2,697	←	24
No. Ill. State Nor. Sch. I., DeKalb, Ill.....	59	375	600	.....	.....	.....	.....	672	265	18
Northwestern Univ. I., Evanston, Ill.....	328	3,110	.....	1,722,025	36,458	2,217	47,793	10,566	3,479	2,42
Oberlin Coll. I., Oberlin, O.....	199	1,614	.....	710,346	37,521	10,912	.....	7,064	←	1,66
Okla. E. Cen. State Teach. Coll. I., Ada, Ok.....	25	489	1,200	80,000	.....	.....	.....	400	300	25
Oregon Agr. Coll. I., Corvallis, Ore.....	421	3,529	.....	.....	29,690	29,753	.....	7,605	2,220	1,88
Oregon Univ. I., Eugene, Ore.....	181	2,190	.....	903,426	37,694	.....	.....	6,834	1,042	1,68
Pennsylvania Univ. I., Phila., Pa.....	964	7,248	3,934	3,000,00	.....	.....	.....	29,322	←	6,00
Perkins Inst. for Blind I., Watertown, Mass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Phila. Comm'l Mus. I., Phila., Pa.....	.....	.....	.....	.....	.....	.....	.....	1,798	1,373	44
Phillips Academy I., Andover, Mass.....	39	582	.....	443,306	4,753	261	5,397	1,121	219	8
Princeton Univ. I., Princeton, N. J.....	230	1,967	.....	1,244,499	127,988	11,383	157,856	30,733	←	6,90
Purdue Univ. I., Lafayette, Ind.....	*400	*3,000	*500	.....	.....	.....	.....	3,484	2,767	←
Radcliffe Coll. I., Cambridge, Mass.....	.....	654	.....	*210,000	3,000	650	.....	2,364	599	61
Rochester Univ. I., Rochester, N. Y.....	60	703	851	.....	.....	13,877	46,983	30,549	←	1,27
Simmons Coll. I., Boston, Mass.....	110	1,389	330	307,602	4,200	.....	.....	2,436	1,059	47
S. Dakota Univ. I., Vermillion, S. D.....	105	1,012	96	377,000	8,000	.....	.....	3,175	1,425	70
S. W. Bap. Theol. Sem. I., Ft. Worth, Tex.....	29	795	.....	.....	.....	.....	.....	254	100	1
Tennessee Univ. I., Knoxville, Tenn.....	305	1,177	13,161	*130,000	13,000	.....	17,201	2,400	800	73
Tex. Coll. of Indust. Arts I., Denton, Tex.....	110	1,300	.....	.....	.....	.....	.....	.....	.....	.....
Texas State I., Austin, Tex.....	.....	.....	.....	.....	24,593	.....	24,777	5,223	600	99
Toronto Univ. I., Toronto, Can.....	509	4,870	367	1,068,520	.....	.....	.....	.....	.....	.....
U. S. Dept. of Agr. I., Wash., D. C.....	.....	.....	.....	36,404,259	54,880	.....	61,911	9,289	5,840	6,68
U. S. Soldiers' Home I., Wash., D. C.....	.....	.....	.....	.....	4,240	.....	4,266	699	639	28
Vassar Coll. I., Poughkeepsie, N. Y.....	137	1,089	.....	1,016,355	25,056	4,382	321,52	12,815	←	←

ND REFERENCE LIBRARIES

Committee on Library Administration)

An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes at end of table.

maintenance			Departmental or semi- inary libraries	Days open during year (central library)	Hours open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Newsp., per., proc's and trans. currently rec'd.	Total no. of vols. lent for home use (incl. overnight)	Recorded reading room use (total no. of vols. used in building)	Inter-library or extension service loans	Borrowers registered dur- ing year	No. of persons using library for reading or study	Library staff (full time)	Parttime library employees	Hrs. of work per wk.	No. of days vacation
Salaries (library service)	Salaries (janitor service)	Total			Lending	Reading													
94,850			6	342	85	92	432,394	457,847		2,448	99,642	274,865				66	40	42	30
							305	48	20,154	21,690	6,574	300				4		44	30
					60	60	32,455	33,378	13,809		3,312								
			5	310	98	98	177,320	188,889		*2,000	51,128	105,878	1,045			18	22	42	30
6,220	9,911		23	310	80	84	41,862	43,969		475	18,065	22,664				4	5	40	30
					362		136,858	138,622	155,204	1,348						5			
3,014	3,989			221	45	45	5,593	5,960		88	9,392					2		38	
131,525	245,199			347	85	85	535,381	573,350	*500,000	28,938	75,026		73,962	*4,500		106	5	37	24
					303		395,354	400,205		3,240						53,673	34		
6,700	11,376	6	306	66	66		30,250	32,380	6,160	490			350			5	2	39	30
				288	43	43	16,435	17,454		150	16,814					2	3	40	30
7,476	11,021	7	305	75	78		68,360	71,093	*36,000	605			1,001			4	8	38	30
3,460				44	44		24,135	24,599	2,877					450		2	2	44	
18,265	44,654	24	308	75	75		123,993	132,103	103,306		18,752	54,403	15	2,389		11	18	39	30
27,620	2,153	49,439	4	306	79	79	204,500	217,019	169,644	875	73,603	193,676	50	5,109	193,676	19	6	42	30
	1,200			220	10	10	6,000	6,680			10,000	22,000				1	8		
16,498	29,753	18	357	69	72		53,031	68,773	186,018	650	20,053	59,820						41	30
26,042	1,140	38,638	1	344	91	91	99,589	106,649		1,269	47,160	138,244	2,961			12	20	40	30
57,116	←	106,176	22	361	82	86	494,415	509,796		*2,800	79,559	199,309	116	7,485		50	17	40	30
					41		27,188	28,234		38	16,017			948		2	1		
				300		44	43,681	45,087	79,225							4	1	44	1
3,307	321	5,397	1		71	71	11,848	12,525							13,513	2	10	40	75
66,977	2,958	143,517	4	342	84	89	443,212	469,506	106,093	1,500	86,760		53	1,771		51	15	40	30
11,693	←	18,860	4	308	84	84		*60,000			23,517	44,080	23			6	10	40	36
			2	326	55	65	46,091	47,478		*100	43,299					5	6	41	
13,853	46,674	6	309	84	84		81,500	87,177			15,998			365		6	20	42	
	4,262	1	260	45	45		31,013	32,640		247	31,043					4	3	39	60
4,320	8,000	6	350	84	88		36,720	39,280	*3,000	325						2	10		
1,500	1,930			47	47		7,975	8,103		75	*3,000					1	3		
3,600	1,200	17,211	6	300	65	65	41,402	42,784	*22,000	300	7,702	26,071	10	710		3	2	40	42
								13,500	*7,000							2	7		
11,890	720	24,462						*60,000											
				48	48		160,580	168,402		*1,500						14			
27,994	1,040	55,595		305	42	42		158,982	←		265,787		1,228			75		42	30
1,847	←	3,664		365	60	91	15,498	16,083		147	30,695			559		4	1		
16,676		32,152	10	341	70	70	107,075	112,679								11	6	38	

STATISTICS OF COLLEGE

(According to form arranged by A. L.

An asterisk (*) indicates that the figures given are estimated or approximate.

A dagger (†) indicates that the amount expended for books includes the expenditures for binding.

City or town and name of library	Faculty	Students (collegiate)	Students (sub-collegiate, summer, extension, etc.)	Total income of institution served	Receipts for library			Expenditures for		
					Taxation or appropriation	Endowments	Total	Books	Periodicals	Binding
Vermont Univ. I., Burlington, Vt.....	171	936	473	.....	.....	.....	.....	.....	.....	.....
Va. Polytec. Inst. I., Blacksburg, Va.....	99	793	363	.....	6,244	.....	6,536	1,003	←	←
Virginia State I., Richmond, Va.....	.....	.....	.....	.....	30,415	.....	.....	2,167	673	.....
Wash. State Nor. Sch. I., Ellensburg, Wash.....	42	.....	.....	.....	.....	.....	5,316	949	535	.....
Washington Univ. I., St. Louis, Mo.....	295	2,938	1,463	*1,300,000	25,019	.....	25,219	6,168	2,867	1,964
Washington Univ. I., Seattle, Wash.....	250	7,015	.....	1,400,000	.....	.....	.....	.....	.....	.....
Wells Coll. I., Aurora, N. Y.....	46	231	.....	.....	.....	.....	.....	3,846	1,060	733
Wesleyan Univ. I., Middletown, Conn.....	63	540	.....	.....	14,405	11,825	35,301	18,244	←	←
West. Ky. State Nor. Sch. I., Bowling Gr., Ky.....	40	160	1,674	172,048	.....	.....	.....	120	332	.....
Western Reserve Univ. I., Cleveland, O.....	59	510	.....	.....	17,042	1,168	19,345	9,462	←	←
Wis. State Hist. Soc. I., Madison, Wis.....	800	7,000	5,000	.....	88,625	.....	.....	.....	.....	.....
Wis. State Nor. Sch. I., Milwaukee, Wis.....	93	1,573	392	.....	.....	.....	.....	.....	.....	.....
Wyoming Univ. I., Laramie, Wyo.....	103	357	1,207	*440,575	16,416	.....	16,657	3,961	1,485	1,558
Yale Univ. I., New Haven, Conn.....	753	3,896	.....	2,582,197	92,099	46,387	144,604	35,712	←	5,917

¹For eleven months only.²Statistics for John Carter Brown library not included.³There were also loaned 16,668 photographs, 48,265 lantern slides and 3,045 post cards.⁴In addition to the central library, Iowa University maintains a library of the College of Law.⁵For seven months only.⁶There were loaned 55,000 pictures, photographs, etc.⁷Annals included.

ND REFERENCE LIBRARIES

Committee on Library Administration)

An arrow (→ or ←) in place of an item indicates that the omitted item is included in the next column toward which the arrow points.
The superimposed small figures refer to notes at end of table.

maintenance			Departmental or semi- libraries	Days open during year (central library)	Hours open each week (central library)		No. of vols. at beginning of year	Total no. of vols. at end of year	Total no. of pamphlets at end of year	Newsp., per., proc's and trans. currently rec'd.	Total no. of vols. lent for home use (incl. overnight)	Recorded reading room use (total no. of vols. used in building)	Inter-library or extension service loans	Borrowers registered dur- ing year	No. of persons using library for reading or study	Library staff (full time)	Part-time library employees	Hrs. of work per wk.	No. of days vacation
Salaries (library service)	Salaries (janitor service)	Total			Lending	Reading													
.....	4	69	69	104,648	107,236	*39,000	257	11,306	.....	.....	.....	.....	.....	4	1	.....	.....
2,902	5,049	7	297	69	25,170	30,116	.....	343	6,084	.....	.....	29	1,198	20,530	3	1	36	.....
.....	305	60	124,418	139,419	←	378	15,967	.....	.....	.....	3,925	19,233	12	.....	.....	.....
3,222	4,780	.....	58	58	10,720	11,267	*14,787	106	.....	.....	.....	147	332	.....	2	.....	40	.....
12,196	25,696	6	305	68	89,612	93,848	*25,100	874	27,597	.....	.....	7	.....	.....	9	6	38	30
.....	310	79	105,679	114,581	.....	*2,000	42,943	.....	.....	62	5,621	.....	14	4	42	30
4,737	250	11,294	3	293	75	35,923	38,778	.....	*230	.....	.....	.....	.....	277	.....	3	3	.....	60
10,800	33,594	11	300	84	*124,000	*130,000	.....	.....	14,326	.....	.....	.....	.....	.....	5	12	42	30
4,200	4,697	.....	288	48	10,540	10,787	.....	107	54,792	.....	.....	1,874	.....	.....	3	.....	48	30
9,150	19,607	7	306	72	100,822	105,170	*30,000	*500	11,121	.....	.....	800	.....	.....	6	12	41	30
.....	307	.....	84	216,318	220,702	234,413	956	.....	.....	.....	.....	.....	25	2	39	26
.....	176	48	48	30,793	.....	*2,500	142	49,458	.....	.....	1,758	.....	5	.....	40	.....
10,305	18,125	13	306	63	63	40,076	42,961	.....	414	16,232	.....	483	.....	.....	6	4	42	30
76,242	3,076	144,604	40	341	81	89	1,422,448	1,471,028	.....	9,215	42,458	.....	338	3,905	.....	56	18	40	14

(Continued from page 425.)

5. If it is found necessary to depart from these rules in any way, such departure shall be plainly stated in a footnote to the published report.

The figures given are from the latest annual reports available, and cover a year ending some time in 1921 or 1922, unless otherwise indicated. The complete file of statistical reports (which will be preserved at Headquarters for reference during the year) comprises considerable interesting information impossible to tabulate for lack of space. Further, entries were omitted whenever it seemed impossible to convey the intent of the particular report or if the data appeared un-conformable with the specific heads. A few reporting libraries were not included for the reason that the items possible to record were exceedingly few.

Extraordinary expenses for buildings, sites, building alterations, etc., were not included in the tables.

In economizing space fractions and fractional parts of a dollar were disregarded.

The notes given below refer to superimposed small figures in the column headings of the Statistics of Public Libraries. (In the Statistics of College and Reference Libraries explanatory remarks appear as footnotes.)

NOTES TO TABLE OF PUBLIC LIBRARY STATISTICS

1. The small letters "c" or "t" indicate that the population or assessed valuation given covers a county or township area served by the library, as well as that of city or town. Other libraries than those thus marked extend service to county or township, sometimes upon a contract basis having no reference to population or assessment; in other cases the reports have laid slight emphasis upon this phase of service, or have

indicated that such extension service, while entered into by them is not as yet a principal activity.

2. An effort has been made to express the rate of tax levy in number of cents on each one hundred dollars of assessed valuation (usually real estate valuation), all fractions of a cent being represented by the plus sign. The relation between the levy rate (in cents, mills or fractions) and the resultant income is not always readily apparent, and it is felt, notwithstanding the best intentions toward accuracy on the part of the reporting library and the compiler of the statistics, that the quotations given in some cases may be misleading.

In this column the abbreviation "Ap." indicates that no special levy is made for library purposes, the question of appropriation being acted upon annually. The superimposed small letters "pc" indicate that the librarian stated the amount received per capita of population; the letter "S," total support by subscription; "En.," total support by endowment.

3. The item "Days open" includes all days upon which the library was open for any part of a day. In instances where this number falls short of an ordinary library year, some unusual condition has prevailed. For example, in Hamilton, Ohio, and La Porte, Indiana, building operations or repairs necessitated closing the library for a time.

The Cleveland Heights Public Library, reporting 307 days as a normal library year, is here submitting figures for the first eight months after being opened to the public.

In "Hours open" the maximum number is given, most libraries being open fewer hours during some part of the year.

4. A plus sign (+) following the number of persons on staff indicates additional part time employees, or, in some instances, pages or clerks not otherwise counted.

ATTENDANCE SUMMARIES

By Position and Sex

	Men	Women	Total
Trustees	18	17	35
Commission workers	19	23	42
Chief librarians	121	333	454
Head of dept's and branch librarians	48	354	402
Assistants	11	654	665
Library school instructors..	2	23	25
Library school students...	1	8	9
Editors	3	9	12
Commercial agents	27	13	40
Others	26	129	155
	276	1,563	1,839

By Geographical Sections

6 of the 6	New England States.....	88
5 " 5	North Atlantic States and District of Columbia.....	287
6 " 6	South Atlantic States.....	23
8 " 8	North Central States.....	1,242
5 " 6	South Central States.....	32
11 " 14	Western States.....	67
3 " 3	Pacific States	46
	Canada	50
	Hawaii	1
	Foreign—	
	Belgium	1
	England	1
	New Zealand.....	1
Total		1,839

By States

Alabama	1	Maine	3
California	21	Maryland	8
Colorado	10	Massachusetts	50
Connecticut	16	Michigan	495
Delaware	1	Minnesota	53
District of Co-		Mississippi	3
lumbia	40	Missouri	29
Florida	3	Montana	2
Georgia	4	Nebraska	11
Idaho	1	New Hampshire..	3
Illinois	186	New Jersey.....	20
Indiana	101	New York.....	148
Iowa	31	North Carolina...	6
Kansas	14	North Dakota....	3
Kentucky	14	Ohio	285
Louisiana	2	Oklahoma	8

Oregon	8	West Virginia....	1
Pennsylvania	70	Wisconsin	62
Rhode Island.....	12	Wyoming	3
South Carolina....	2	Canada	50
South Dakota.....	2	Hawaii	1
Tennessee	12	Foreign:	
Texas	12	Belgium	1
Utah	1	England	1
Vermont	4	New Zealand...	1
Virginia	7		
Washington	17	Total.....	1,839

By Libraries

Libraries having five or more representa-
tives:

Detroit Public Library.....	262
Cleveland Public Library.....	118
University of Michigan Library.....	56
Chicago Public Library.....	44
Toledo Public Library.....	36
Indianapolis Public Library.....	29
New York City Public Library.....	28
Pittsburgh Carnegie Library.....	25
Toronto Public Library.....	24
Brooklyn Public Library.....	16
University of Illinois Library.....	16
Cincinnati Public Library.....	17
Grand Rapids Public Library.....	19
Milwaukee Public Library.....	14
Fort Wayne Public Library.....	13
Louisville Public Library.....	13
Minneapolis Public Library.....	13
Rochester Public Library.....	13
St. Paul Public Library.....	13
Evansville Public Library.....	12
University of Chicago Library.....	11
Kansas City Public Library.....	11
St. Louis Public Library.....	11
U. S. Department of Agriculture Library.	9
Kalamazoo Public Library.....	8
University of Wisconsin Library.....	8
Akron Public Library.....	7
Flint Public Library.....	7
Gary Public Library.....	7
McGregor Public Library, Highland Park (Mich.)	7
Lakewood (Ohio) Public Library.....	7
Port Huron (Mich.) Public Library.....	7
Washington (D. C.) Public Library.....	7
Dayton Public Library.....	6
The John Crerar Library (Chicago).....	6

Michigan State Library.....	6	Library of Congress.....	5
New York State Library (Albany).....	6	Los Angeles Public Library.....	5
The Newberry Library (Chicago).....	6	Northwestern University Library.....	5
Philadelphia Free Library.....	6	Oberlin College Library.....	5
Providence Public Library.....	6	Ohio State University Library.....	5
Buffalo Public Library.....	5	Portland Library Association (Portland,	
Denver Public Library.....	5	Oregon)	5
East Cleveland (Ohio) Public Library...	5	Seattle Public Library.....	5
Evanston (Illinois) Public Library.....	5	Utica Public Library.....	5
Grosvenor Library (Buffalo, N. Y.).....	5	Western Reserve University Library.....	5

ATTENDANCE REGISTER

- Abbott, Jane H., 5466 Woodlawn Ave., Chicago.
- Abel, A. Evelyn, in. N. Y. State Normal Sch. L., Potsdam, N. Y.
- Abel, Clara L., 1st asst. The Lincoln L., Springfield, Ill.
- Abel, Ethel, 183 Cowan Ave., Toronto, Canada.
- Abell, Martha W., head loan and ref. dept. Univ. of Rochester L., Rochester, N. Y.
- Abraham, Effie Gale, class. and asst. P. L., Indianapolis, Ind.
- Adams, Leta E., head Order Dept. P. L., Cleveland, Ohio.
- Adams, Maude B., in. Concord Br. P. L., Brooklyn, N. Y.
- Adams, Mildred, P. L., Dayton, Ohio.
- Adams, Mrs. R. L., Flint, Mich.
- Agg, Rachel, ref. in. P. L., Evansville, Ind.
- Ahern, Mary Eileen, ed. *Public Libraries*, Chicago.
- Aikenhead, Grace D., in. W. T. Grant Co. L., N. Y. City.
- Ainsworth, Marguerite, ord. in. P. L., Toledo, Ohio.
- Akers, Susan G., instructor Univ. of Wis. L. Sch., Madison, Wis.
- Alderson, Althea Todd, catigr. Dist. of Columbia P. L., Washington, D. C.
- Aldrich, Grace L., head child. dept. P. L., Madison, Wis.
- Aldrich, Helen F., asst. Down Town Annex L., Detroit, Mich.
- Alexander, Lilla M., catigr. Harper Mem. L., University of Chicago, Chicago.
- Alexander, W. H., asst. in. Association of the Bar L., N. Y. City.
- Allen, Amy, catigr. and instructor in Library Science, Univ. of Ky. L., Lexington, Ky.
- Allen, Annie P., ref. asst. P. L., Mason City, Iowa.
- Allen, Margery, asst. catigr. P. L., Flint, Mich.
- Allen, Marina D., asst. supt. of Circ. Dept. P. L., Grand Rapids, Mich.
- Allen, Maude E., in. Board of Education L., Detroit, Mich.
- Alseth, Hilda J., in. Engineering L. Univ. of Ill., Urbana, Ill.
- Althoff, Mary E., head Circ. Dept. P. L., Dayton, Ohio.
- Amann, Dorothy, in. Southern Meth. Univ. L., Dallas, Texas.
- Ames, Georgiana, supervisor of Children's Work, P. L., Minneapolis, Minn.
- Ames, Sara Jane, catigr. P. L., Cleveland, Ohio.
- Anderson, Helen, catigr. City L., Springfield, Mass.
- Anderson, John R., bookseller, 31 W. 81st St., N. Y. City.
- Andrews, Clement Walker, in. The John Crerar L., Chicago.
- Andrews, Gladys M., in. Stephenson P. L., Marinette, Wis.
- Andrews, Winnifred P., asst. P. L., Detroit, Mich.
- Armbruster, Rud. A., geographical expert Grosvenor L., Buffalo, N. Y.
- Armstrong, Dorothy W., asst. Circ. Dept. P. L., Providence, R. I.
- Arnold, Gladys, class. P. L., Chicago.
- Ashbaucher, Mrs. Ida, in. P. L., Bluffton, Ind.
- Atchinson, Frances, asst. Juvenile Dept. P. L., Flint, Mich.
- Atkins, Gains Glenn, pastor First Congregational Church, Detroit, Mich.
- Atkins, Helen, gen. asst. Conely Br. P. L., Detroit, Mich.
- Austen, Willard, in. Cornell Univ. L., Ithaca, N. Y.
- Avey, E. Gertrude, chief child. in. P. L., Cincinnati, Ohio.
- Ayres, Mary A., supervisor of Children's Work P. L., Kansas City, Mo.
- Babcock, Helen S., asst. in. Legler Br. P. L., Chicago.
- Bacon, Mary Randell, asst. Lewis and Clark High Sch. L., Spokane, Wash.
- Baechtold, Elsie L., in. Irving Nat. Bank L., N. Y. City.
- Bagg, Rosanna C., child. in. Huntington Mem. L., Oneonta, N. Y.
- Bagley, Helen A., in. P. L., Oak Park, Ill.
- Bailey, Arthur Low, in. Wilmington Inst. F. L., Wilmington, Del.
- Bailey, Louis J., in. P. L., Gary, Ind.
- Baillie, Joyce, child. in. P. L., Wellington, N. Z.
- Baker, Adaline M., head catigr. Newberry L., Chicago.
- Baker, Charles M., asst. in. Univ. of N. C. L., Chapel Hill, N. C.
- Baker, Helen, 316 Sixth St., S. W., Rochester, Minn.
- Baker, Julia A., in. Austin Br. P. L., Chicago.
- Baker, Marion C., 1st asst. Sub. Brs. P. L., Detroit, Mich.
- Baker, Marion V., in. High Sch. L., Rochester, Minn.
- Baker, Mary E., head Catalog. Dept. Carnegie L., Pittsburgh, Pa.
- Baker, Mary N., in. Univ. Br. P. L., Seattle, Wash.
- Baldwin, Clara F., 1. dir. L. Div., Minn. Dept. of Education, St. Paul, Minn.
- Baldwin, Rachel, in. Deerfield Shields High Sch. L., Highland Park, Ill.
- Ballou, Isabel A., in. P. L., Bay City, Mich.
- Balz, Leonard, Jr., chief Station's Dept. P. L., St. Louis, Mo.
- Barickman, Mrs. Rena M., in. P. L., Joliet, Ill.
- Barker, Ruth McC., head Circ. Dept. Cossitt L., Memphis, Tenn.
- Barker, Tommie D., in. and dir. L. Sch. Carnegie L., Atlanta, Ga.
- Barnard, Elizabeth, asst. P. L., Kalamazoo, Mich.
- Barnes, Elizabeth, supt. of Circ. P. L., Chicago.
- Barnes, Ruth, child. in. Hurlbut Br. P. L., Detroit, Mich.
- Barnett, Claribel Ruth, in. Dept. of Agriculture L., Washington, D. C.
- Barney, Abby L., asst. Burton Historical Collection P. L., Detroit, Mich.
- Barnwell, Alice M., Elmwood Place Br. of Cincinnati P. L., Elmwood Place, Ohio.
- Barr, Charles J., asst. in. Yale Univ. L., New Haven, Conn.
- Barrett, Helen, high sch. in. P. L., Port Huron, Mich.
- Barrett, Mary, child. in. P. L., Port Huron, Mich.
- Barrette, Lydia M., in. P. L., Mason City, Iowa.
- Barry, Florence M., in. P. L., Forest Park, Ill.
- Barss, Margaret F., in. Charlotte Br. P. L., Rochester, N. Y.
- Barth, Gertrude, br. in. P. L., Ft. Wayne, Ind.
- Bate, Gertrude P., in. in charge Earls Court Br. P. L., Toronto, Canada.
- Bates, Mrs. Flora M., asst. in charge of Periodicals State L., Lansing, Mich.
- Bates, Helen C., ref. in. P. L., Detroit, Mich.
- Batman, Marie, asst. P. L., Cleveland, Ohio.
- Batterson, Mary A., head Circ. Dept. P. L., Tacoma, Wash.
- Baumer, Bertha A., ref. in. P. L., Omaha, Nebr.
- Baumler, Jane I., child. in. P. L., Utica, N. Y.
- Bayer, Edna E., asst. P. L., Rochester, N. Y.
- Bayles, Ruth S., asst. Walker Br. P. L., Detroit, Mich.

- Beale, Helen M., asst. in. Adelbert Coll. L., Cleveland, Ohio.
- Beall, Myrna, Main Children's Room P. L., Toledo, Ohio.
- Bean, Donald P., Univ. of Chicago Press, Chicago.
- Bean, Mary Romona, consulting in. McKee and Wentworth, Distributors for Library Bureau, Los Angeles, Calif.
- Bean, Ruth A., in. West Side Br. P. L., Evansville, Ind.
- Beardsley, Mrs. Elizabeth, member L. Board, Elkhart, Ind.
- Beatty, M. Irene, ref. asst. P. L., East Cleveland, Ohio.
- Bechtel, Elizabeth, in. Wooster Coll. L., Wooster, Ohio.
- Bedlow, Ellnor, acting in. Natl. Bk. of Commerce L., N. Y. City.
- Beebe, Faye I., in. Southeastern High Sch. L., Detroit, Mich.
- Behn, Naomi, catlgr. Univ. of Michigan L., Ann Arbor, Mich.
- Benson, Rachel, i. critic-teacher Marr Sch., Detroit, Mich.
- Bell, Bernice W., head Child. Dept. F. P. L., Louisville, Ky.
- Belser, Amanda M., in. in charge of Accessions Univ. of Mich. L., Ann Arbor, Mich.
- Bement, Constance, in. P. L., Port Huron, Mich.
- Bemis, Dorothy, in. Financial Ref. L., Federal Reserve Bk., Philadelphia, Pa.
- Bendorff, Rena M., asst. Circ. Dept. P. L., Chicago.
- Beresford, Rose G., asst. in. P. L., Columbus, Ohio.
- Bergen, Esther Lou, asst. catlgr. P. L., Decatur, Ill.
- Bernhardt, Caroline, head asst. Order Dept. P. L., Chicago.
- Berry, Dorothy, asst. P. L., Detroit, Mich.
- Berry, Frances B., 1st asst. Order Dept. P. L., Detroit, Mich.
- Berry, Silas H., in. Bedford Br. Y. M. C. A. L., Brooklyn, N. Y.
- Betterly, Helen G., head Child. Dept. Osterhout F. L., Wilkes-Barre, Pa.
- Betz, Esther, 1st asst. Catalog. Dept. Carnegie L., Pittsburgh, Pa.
- Beuck, Paula, P. L., Davenport, Iowa.
- Biddle, Marie H., stud. Univ. of Michigan, Ann Arbor, Mich.
- Blathan, Sue, in charge of Medical Reading Room, Univ. of Mich. L., Ann Arbor, Mich.
- Billingsley, Mary P., in. Federal Reserve Bank L., Kansas City, Mo.
- Binder, Margaret, catlgr. Univ. of Mich. L., Ann Arbor, Mich.
- Bishop, W. W., in. Univ. of Mich. L., Ann Arbor, Mich.
- Bishop, Mrs. W. W., Ann Arbor, Mich.
- Bixby, Alice P., catlgr. Ryerson L. Art Inst., Chicago.
- Black, Mary E., asst. P. L., N. Y. City.
- Blackburn, Bertha F., head catlgr. Univ. of Tennessee L., Knoxville, Tenn.
- Blake, Maude, in. West North Avenue Br. P. L., Chicago.
- Blakely, Bertha Elisa, in. Mt. Holyoke Coll. L., South Hadley, Mass.
- Blessing, Arthur Reed, in. 5th Corps Area, Ft. Benjamin Harrison, Ind.
- Bleyer, Prof. Willard G., dir. of Journalism, Univ. of Wis., Madison, Wis.
- Bliss, Robert P., chief Exten. Div. State L., Harrisburg, Pa.
- Blodgett, Mrs. Maude, asst. Catalog. Dept. Univ. of Mich. L., Ann Arbor, Mich.
- Blue, Thomas F., head Colored Dept. F. P. L., Louisville, Ky.
- Blum, Ethyl May, in. State Normal Coll. L., Bowling Green, Ohio.
- Bocklus, Fannie A., P. L., Grand Rapids, Mich.
- Bocklage, Norma, catlgr. P. L., Detroit, Mich.
- Boehnlein, Lollie, 2467 Cass Ave., Detroit, Mich.
- Bogle, Sarah C. N., asst. secy. A. L. A., Chicago.
- Bogush, Stella B., asst. Broadway Br. P. L., Cleveland, Ohio.
- Boll, Enid McPherson, in. Wylie Ave. Br. Carnegie L., Pittsburgh, Pa.
- Bollman, Catherine, asst. Circ. Dept. P. L., Toledo, Ohio.
- Booth, Mrs. Ida, supt. Clippings P. L., Kansas City, Mo.
- Booth, Mary J., in. Eastern Ill. State Teachers' Coll. L., Charleston, Ill.
- Borden, Fanny, ref. in. Vassar Coll. L., Poughkeepsie, N. Y.
- Born, Mrs. Florence L., P. L., Grand Rapids, Mich.
- Bornor, Iva A., child. in. P. L., Jackson, Mich.
- Boswell, Jessie P., in. Legislative Ref. Bureau L., Indianapolis, Ind.
- Boue, Marjorie, asst. P. L., Cleveland, Ohio.
- Bowen, Eva May, in. Northern High School L., Detroit, Mich.
- Bowerman, George F., in. P. L. of D. C., Washington, D. C.
- Boyd, Elmar T., in. P. L., Bangor, Maine.
- Boyd, Gladys L., 1413 Miller St., Utica, N. Y.
- Boyer, Emma M., dir. School of Filing and Indexing, Globe-Wernicke Co., Cleveland, Ohio.
- Boyle, Gertrude M., P. L., Toronto, Canada.
- Brace, Marian, 1st asst. Lathrop Br. P. L., Detroit, Mich.
- Bradish, Amy E., asst. Catalog Dept. P. L., Grand Rapids, Mich.
- Bradley, Arcell, teacher-in. Estabrook Sch., Detroit, Mich.
- Brady, Alice, 938 Emerson St., Saginaw, Mich.
- Branham, Irene, asst. Child. Dept. P. L., Indianapolis, Ind.
- Branham, Kate V., readers' asst. Ref. Dept. P. L., Indianapolis, Ind.
- Bray, Dorothy A., 1st asst. Magnus Butzel Br. P. L., Detroit, Mich.
- Brayton, Mrs. Nellie E., in. Carnegie P. L., Ishpeming, Mich.
- Brennan, Agnes M., child. in. P. L., Cleveland, Ohio.
- Brennan, Wintress, general asst. Univ. of Ill. L., Urbana, Ill.
- Brewer, Mrs. R. A., 7644 Kipling Ave., Detroit, Mich.
- Briggs, Clara Perry, supervisor Catalog Dept. Harvard Coll. L., Cambridge, Mass.
- Briggs, Elizabeth D., head of Parents and Teachers' Room P. L., Cleveland, Ohio.
- Briggs, Elizabeth V., in. Township L., Royal Oak, Mich.
- Brigham, Gwendolyn, asst. A. L. A., Chicago.
- Brigham, Harold F., asst. Rutgers Coll. L., New Brunswick, N. J.
- Brigham, Herbert Olin, in. R. I. State L., Providence, R. I.
- Brigham, Johnson, in. Iowa State L., Des Moines, Iowa.
- Brigham, Mrs. Johnson, 511 Franklin Ave., Des Moines, Iowa.
- Britton, Jasmine, in. Los Angeles City Sch. L., Los Angeles, Calif.
- Brock, Genevra, in. State L., Cheyenne, Wyo.
- Brockschlager, Anne, in. Switzerland County L., Vevay, Ind.
- Brokaw, M. Isabella, chemical ref. searcher Pennie, Davis, Marvin and Edmonds Chemical L., 165 Broadway, N. Y. City.
- Brooker, Rosalie A., in. Miles Park Br. P. L., Cleveland, Ohio.
- Brookes, Marie L., in. Oakman Blvd. Br. P. L., Detroit, Mich.
- Brooks, Edna E., asst. in. East Side P. L., Saginaw, Mich.
- Brooks, Maud D., in. P. L., Olean, N. Y.
- Brotherton, Nina C., principal Carnegie L. Sch., Pittsburgh, Pa.

- Brown, Agnes E., in charge L. Exten. and asst. ref. in. L., State Coll. of Wash. Pullman, Wash.
- Brown, Alice E., child. in. P. L., Cincinnati, Ohio.
- Brown, Charles H., i. specialist Sixth Div. Bureau of Navigation, Navy Dept., Washington, D. C.
- Brown, Delia E., in. P. L., Salina, Kans.
- Brown, Demarchus C., in. Indiana State L., Indianapolis, Ind.
- Brown, Harriet G., in. Lake Erie Coll. L., Painesville, Ohio.
- Brown, Helen C., asst. Magnus Butzel Br. P. L., Detroit, Mich.
- Brown, Jasper L., in. High Sch. L., Highland Park, Mich.
- Brown, Mrs. Jennie Prentiss, ref. in. Michigan State L., Lansing, Mich.
- Brown, L. Lindsey, asst. in. F. P. L., New Haven, Conn.
- Brown, Marie T., in. Carnegie P. L., Conneaut, Ohio.
- Brown, Pauline, Waite High Sch., Toledo, Ohio.
- Brown, Walter L., in. P. L., Buffalo, N. Y.
- Brown, Zaidee, in. P. L., Long Beach, Calif.
- Browning, Earl W., in. P. L., Hamilton, Ont., Canada.
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INDEX

ABBREVIATIONS

agric.—agricultural.	conf.—conference.	p. l.—public library.
A. A. L. L.—American Association of Law Libraries.	co-op.—co-operate, -ation, etc.	pres.—president.
A. L. A.—American Library Association.	exec.—executive.	rep.—represent, -ative, etc.
assn.—association.	l.—library.	rpt.—report.
bldg.—building.	ln.—librarian.	sect.—section.
bu.—bureau.	ls.—libraries.	secy.—secretary.
chmn.—chairman.	mem.—member.	S. L. A.—Special Libraries Association.
com.—committee.	mtg.—meeting.	sub.com.—sub-committee.
comm.—commission.	N. A. S. L.—National Association of State Libraries.	treas.—treasurer.
		vice-pres.—vice-president.

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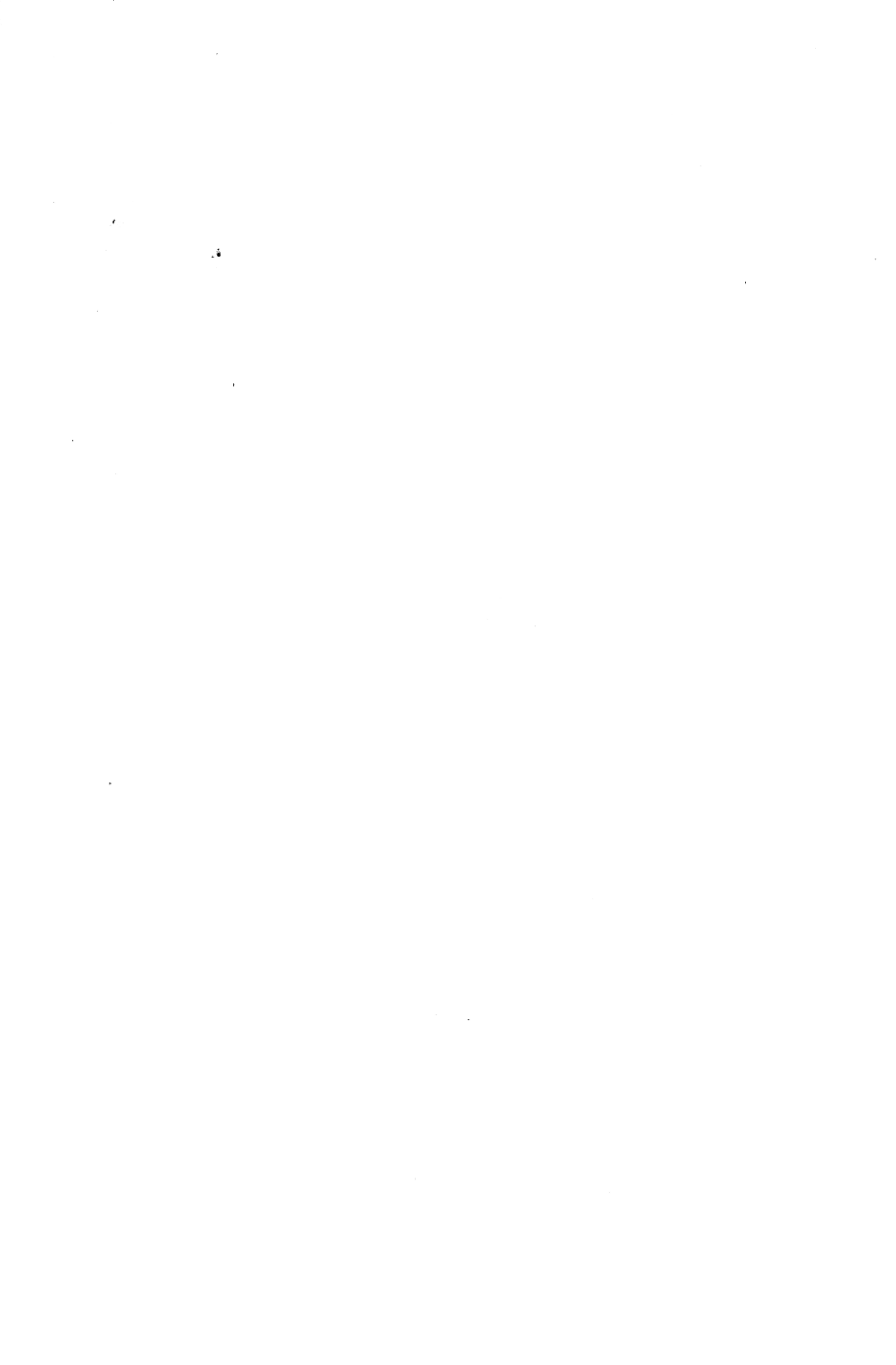
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